

# Inspection of OSCARS

Frampton Cotterell C of E Primary School, Rectory Road, Frampton Cotterell,  
BRISTOL BS36 2BT

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Inspection date:

2 February 2023

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive happy to attend this busy after-school club. They are greeted by caring and friendly staff, who the children have built close relationships with. Children contribute their ideas for activities and snack. They decide which resources they wish to play with and self-select activities that interest them. Children organise games themselves and play cooperatively, sharing resources and taking turns. This helps to support their physical development, widens their friendship groups and builds on their social skills successfully.

Children are highly sociable as they play and during daily routines, such as mealtimes. However, in their excitement, this can make the room very noisy. Children enjoy sharing ideas while building with construction toys, and problem-solve as they learn about different ways to paint and make marks using fruits and vegetables. They learn to manage risks for themselves. For example, they take care balancing on the large climbing frame and understand that when it is wet it is slippery and they need to take extra care.

Staff help children to learn about diversity. They take part in activities to learn about Chinese New Year and celebrate the different cultures of children at the club and their families by learning about various festivals.

### **What does the early years setting do well and what does it need to do better?**

- Managers supervise children's play well. They join in with children's games, such as playing racket sports, building puzzles and art activities. Staff engage well with children during all activities. They encourage children's curiosity and imagination by asking meaningful questions and allowing children plenty of time to respond.
- Partnerships with the host school are very good. For example, staff work closely with the school, following its current topics to extend children's learning even further. Staff also help younger children develop skills that they are working on in class, such as creative artwork.
- There are close partnerships with parents. Parents speak highly of the setting and feel well supported. Parents say their children love attending and are sometimes reluctant to leave.
- Children move very confidently between play areas and make their own choices from the variety of activities on offer. They are curious and excited to explore the resources, and show good levels of concentration. For example, a small group of children create artwork for the wall displays.
- Children with special educational needs and/or disabilities (SEND) are very well supported. Staff work closely with the host school, parents and outside agencies

to ensure that children have the best care and have a positive experience while at the club. Children enjoy play and learning.

- Staff support children to understand the importance of a healthy lifestyle. Children all wash their hands as they arrive at the club and before snack times. Nutritious snacks are provided that cater to all children's individual dietary needs. Children also have access to a large outside play area, where they can climb, run and play with balls. Children learn the importance of being healthy and active.
- Staff are positive role models to children. They manage any minor disagreements calmly and praise children's achievements. This has a positive impact on children, helping them to develop a very good understanding of staff expectations. Children use good manners and show respect for each other. Older children regulate their own behaviour. They play harmoniously together, listening to each other's ideas. For example, they work out the best way to build model robots to battle with each other.
- Managers are committed to professional development. They have a clear vision to provide staff with training that impacts on both their own professional development and children's overall development. For example, some staff have recently completed training to help them gain knowledge on how to use signs to communicate with children with SEND.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure knowledge of safeguarding and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk of harm. Staff confidently discuss local safeguarding procedures and the steps to take should a concern for a child's well-being arise. Staff update their knowledge of child protection and safeguarding regularly. The manager, supported by the committee, follows safer recruitment procedures to ensure that all staff are suitable to work with children. She has introduced a new system to record children's attendance as they arrive and leave the setting to help keep children safe. Staff are well deployed to supervise children while they play both indoors and outdoors.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 136040  |
| <b>Local authority</b>                             | South Gloucestershire   |
| <b>Inspection number</b>                           | 10263802  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care  |
| <b>Age range of children at time of inspection</b> | 4 to 11   |
| <b>Total number of places</b>                      | 50  |
| <b>Number of children on roll</b>                  | 110   |
| <b>Name of registered person</b>                   | OSCARS Committee  |
| <b>Registered person unique reference number</b>   | RP522197  |
| <b>Telephone number</b>                            | 01454 250528  |
| <b>Date of previous inspection</b>                 | 12 May 2017   |

## Information about this early years setting

OSCARS (Out of School Club and Recreation Scheme) opened in 1992. It operates from a building on the school site at Frampton Cotterell, Bristol. The club opens each weekday, during school term times, from 7.45am to 8.55am, and from 3.15pm to 6pm. The holiday scheme opens five days a week, during all school holidays, from 7.45am to 6pm. The setting employs nine members of staff. Of these, five have appropriate early years qualifications between levels 2 and 6.

## Information about this inspection

### Inspector

Tracey Cook

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the setting.
- The inspector observed staff interactions with the children, indoors and outdoors, to assess the impact this has on children's development.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- The inspector completed a learning walk across all areas of the setting and outside play areas to understand how the provision is organised.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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