

Inspection of Little Oaks After School Club

St. Johns Infant School, West End Road, Mortimer, Berkshire RG7 3SY

Inspection date: 20 March 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

On entering this club, children are welcomed by a sense of homeliness. There is a loving, close-knit, family feel. The enthusiastic staff greet children warmly and chat to them about their day. Children understand the routines of the club and follow instructions well. For example, they instinctively know where to place their personal belongings on arrival. The environment truly reflects children's interests and they quickly become engrossed in their play. Children illustrate this as they eagerly select their favourite board games and welcome staff to join in with them. Children say they love the club and talk confidently about their favourite activities. They comment that the staff are 'really amazing and fun'.

Children's behaviour is impeccable. Staff swiftly support children to manage conflicts independently and, as a result, children show high levels of respect for each other. For example, children engage in meaningful conversations and discuss swapping toy cars with each other, so they 'each get a turn'. Positive praise from staff supports their resilience and perseverance. Children show excellent levels of concentration and hand-to-eye coordination when using scissors to cut out their art creations.

Children develop an excellent understanding of the importance of living a healthy lifestyle. They have good opportunities to be outside and engage in physical exercise. Children confidently discuss the effects exercise has on their bodies.

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

- The experienced and passionate managers spend plenty of time getting to know their staff. They provide moral support and suggestions to enhance staff practice. Staff are professionally curious and devoted to securing the best outcomes for children. They receive bespoke training packages, tailored to their individual needs and interests. For example, staff have recently attended training to increase their understanding of autism spectrum disorder.
- Mealtimes are a highly social occasion. Children sit and chat to their friends about their school day and develop good table manners. Staff obtain information regarding any special dietary requirements, preferences and food allergies, and ensure they adhere to this information accordingly.
- Staff support children's communication and language well. They listen to children with interest and engage them in thoughtful conversations. Children are good communicators and can describe their ideas in detail. For example, they discuss the rules of board games and describe what they have created using small bricks.
- Partnerships with parents are exceptional. Parents comment that staff are

'incredibly supportive' and are like 'extended family'. They are thrilled with the regular communication they receive from staff. Parents comment on how much they value the wraparound care provided and describe the club as 'absolutely fantastic'. They talk about the close bonds children have with staff and state how much they adore them.

- Children's opinions are highly valued. Staff encourage children to talk about the things they would like to do in the club. Children make choices about the weekly theme and activities on offer. Staff recognise children's achievements. For example, they praise children's efforts during an art and craft activity. Children delight in explaining how they have used felt-tip pens to change the colour of feathers to make them their favourite colour.
- Children demonstrate high levels of independence in managing their personal needs. Younger children quickly learn the routines that help them develop their independence and determination to do things for themselves. For instance, children use tongs to serve themselves wholesome and nutritious food for their snack. They learn all about healthy foods and the impact of good foods on their bodies.
- Young children have a designated key person that knows them well. Staff show an excellent knowledge of children's individual needs and are skilful in their role in extending children's experiences. For example, children cuddle dolls in the home corner and staff use this as an opportunity to discuss different family structures and what makes them unique.
- The management team and staff work cohesively together to ensure the smooth running of the club. The managers evaluate the club well, seeking the views of parents and children. This helps them to identify areas to develop. For example, recently they have improved the information that is shared with parents to help promote continuity in care.
- Staff well-being is a key focus for the management team. They have regular supervision meetings to help support their welfare. Staff describe the management team as 'extremely supportive' and comment that they 'absolutely love their job'.

Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong culture of safeguarding. All staff have an impressive understanding of their role in protecting children. They know to refer any concerns they may have about a child to the appropriate safeguarding team without hesitation. Staff receive high-quality training to ensure they can recognise and respond to signs of abuse. This includes radical and extreme views and behaviours. Staff risk assess thoroughly to ensure that areas used by children are safe and suitable for their needs. The management team completes robust recruitment and vetting procedures to ensure that those working with children are suitable.

Setting details

Unique reference number	110656
Local authority	West Berkshire
Inspection number	10263611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 7
Total number of places	50
Number of children on roll	90
Name of registered person	Oaks Childcare Clubs Community Interest Company
Registered person unique reference number	RP535367
Telephone number	0118 9332242
Date of previous inspection	8 May 2017

Information about this early years setting

Little Oaks After School Club registered in 2004 and is based in St John's Infant School in Mortimer, West Berkshire. The club runs Monday to Friday, term time only, from 7.30am to 8.45am and from 3.15pm to 6pm. There are six members of staff who work directly with the children. Of these, three members of staff hold a relevant level 3 childcare qualification and one member of staff holds a relevant level 2 qualification.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the club.
- The inspector completed a tour of the club and held discussions with the managers about how the activities on offer complement children's experiences in school.
- The inspector looked at documentation to check evidence of the suitability of those working with children.
- A joint observation was completed with the manager. Observations were made of the interactions between staff and children throughout the inspection.
- Discussions were held with staff to check their knowledge and understanding of safeguarding.
- The inspector spoke to staff, parents and children to gather their views of the club.

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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