

# Inspection of Oscar Club

Taywood House, Brooklands Drive, LEIGHTON BUZZARD, Bedfordshire LU7 3PG

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Inspection date: 28 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this welcoming pre-school where kindness and helpfulness are valued and actively taught. Staff are patient and supportive as they guide children towards demonstrating good values such as tidying up and greeting friends with affection. They use praise and encouragement, which helps children to learn how to take turns and play cooperatively. Staff support children in doing things for themselves and developing independence. Children enjoy peeling their food at snack time and proudly demonstrate how they can put on their coats.

The environment is rich with inviting areas and engaging activities, allowing children ample opportunities to explore and learn with the support of attentive staff. Activities are introduced with clear instructions and reminders, providing structure and helping children to understand behavioural expectations. Confident children are eager to show off the pre-school to visitors as they take them on a tour of their favourite activities. Children explain that, 'You can play in the sand or read stories. It's up to you.' They excitedly show some available choices. Moreover, the freedom to choose resources in the creative area empowers children to make independent decisions and to develop creativity. Children enjoy listening to staff play the ukulele during singing sessions. This offers children new experiences and encourages participation.

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

- The quality of teaching is good. Staff use observations and assessments to focus on what children need to learn next. Adult-led activities have clear learning objectives to support children's development in key areas. For example, small-group activities focus on building vocabulary and enhancing listening skills. Staff give attention to each child and focus on their specific learning requirements. Simple, yet varied, activities reinforce children's prior learning through regular repetition. As a result, children continue to build on their learning and make progress.
- An effective key-person system nurtures children's well-being. Parents are complimentary and eager to share their positive experiences. They praise the staff for the 'amazing' relationships they have formed. Children feel safe and secure in the care of the kind staff who know them well. Staff identify achievements and next steps in learning. They regularly share this with parents so they can continue the learning at home, helping children to make progress quicker.
- Children with special educational needs and/or disabilities (SEND) receive excellent support from skilled and knowledgeable staff. The special educational needs coordinator supports the key person to implement strategies appropriate to children's individual needs. The key person works closely with parents and

other agencies, following guidance and advice to meet children's needs. The shared responsibility to support children with SEND ensures that children receive the help they need to thrive. Each key person is dedicated to giving children the best chances. This contributes to the good progress all children make, including those with SEND.

- Children enjoy meaningful interactions with staff. They discuss their feelings and share jokes. Staff ask questions to prompt children to think critically and expand their ideas. For example, children discuss how they can reach the top of their tower to add more bricks. They try out their ideas and show joy when they succeed, helping them learn how to solve problems. Staff develop children's knowledge by providing explanations, such as how snails can move along windows. However, at times, staff miss opportunities to challenge and extend learning further so children can make even higher rates of progress.
- The supportive manager prioritises staff well-being alongside professional development. Staff describe the team as a 'family' and state how much they love their job. As a result, staff are passionate about their roles and continue to develop their skills and knowledge. Staff use training to improve the quality of teaching in the pre-school. Recent training has led staff to develop the teaching of mathematics by incorporating patterns and shapes into activities. Overall, the manager and staff have established a high-quality learning environment where children flourish. However, they have not yet fully embedded the curriculum for understanding the world, to enhance children's knowledge further.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- support staff to further develop their already good interactions with children so that they use more opportunities to extend and challenge children in their learning
- strengthen the curriculum for understanding the world, to enhance children's knowledge further.

## Setting details

<b>Unique reference number</b>	511435
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10307848
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Oscar Club Committee
<b>Registered person unique reference number</b>	RP906883
<b>Telephone number</b>	01525 376314
<b>Date of previous inspection</b>	9 March 2018

## Information about this early years setting

Oscar Club registered in 2001 and is located in Leighton Buzzard. The pre-school employs 11 members of staff. Of these, nine hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The pre-school opens Monday to Friday, from 8am to 5.30pm, term time only. The pre-school offers wraparound care to school-age children. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jody Taylor

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a small-group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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