

Oscachs Ltd

Inspection report for early years provision

Unique reference number EY432064
Inspection date 19/01/2012
Inspector Christine Clint

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Oscachs Ltd Breakfast and Out of School Club registered at Sandcross Infants School in Reigate in 2011. It is one of several settings operated by Oscachs Ltd. The club serves the school and the local community. Children are based in the school hall and have use of the playground and school fields. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The breakfast club operates from 7.30am to 8.45am and the after school club from 3pm to 6pm during term time. A maximum of 32 children may attend the club at any one time, aged between four and eight years. Children over the age of eight years may also attend. There are currently 33 children on roll and five of these are in the early years age group. The club employs four members of staff, three of whom hold level 3 qualifications in children's play and learning. The club has close links with the local early years network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The breakfast and after school club maintains thorough systems to evaluate the everyday provision. The provider and staff show a keen determination to monitor and analyse the provision from the start and demonstrate good capacity to maintain continuous improvement. There are plans in place for improvements, although the use of the indoor space is not fully organised. There is a competent focus on meeting the regulations and managing children's safety and well-being. Individual children are making strong progress in their development overall. There are positive and well established relationships with parents and other carers to effectively promote children's ongoing welfare and to meet their needs well.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- plan and use space effectively so that other users do not have a negative impact on the quality or safety of the provision.

The effectiveness of leadership and management of the early years provision

The club maintains detailed, written policies and procedures for all areas of children's safety, showing a high level of commitment to safeguarding children and promoting their welfare. Staff checking systems are effectively managed and clear induction procedures are in place. All staff have attended training in child protection; they know how to manage concerns. Annual, appraisal systems for

staff have also been efficiently introduced and ongoing training is planned. The provider and manager have a comprehensive awareness of meeting all regulations for recording first aid and any individual medical needs; all documentation is in place to support this. There are substantial, risk assessments for indoor and outdoor care and for activities. These also include walking from the nearby school and any car transport. Staff manage the individual needs of children and confidentially share the information that parents regularly require. The club routine includes fire drill practises to help ensure that children and staff understand the procedures for maintaining safety.

Children have a range of well planned activities during the session, although these are not all immediately available, due to the inaccessibility of the school hall. Staff prepare the resources at the end of the school day and the hall is also a passage way during the sessions. Staff monitor this well to ensure there is no direct impact on children. However, the utilization of space and furniture has not been fully explored. Children make choices throughout the session and they eagerly take part in outdoor activities. They move freely and show enthusiasm during the daily routines. Staff well encourage children to learn about differences in the world around them, they promote equality and diversity through discussion and explanation. Children's individual well-being is strongly supported through the links with school and home. The provider and the manager have both recently attended inclusion training.

The provider and staff show purpose and consistent attention to driving improvement. They have effectively introduced all the required documentation following registration and extra training has been attended. Staff are well deployed throughout the session and show a strong interest in encouraging children's play and involvement. Parents and children have completed questionnaires and these have been effectively used to evaluate the provision and to drive improvements. For example, children have requested cooking activities and these are now being planned for cold cooking, because the club has no access to a kitchen. Records show that daily planned routines and activities are well evaluated after each session. This system effectively gives a clear picture of the activities and of children's involvement, enabling the manager to regularly reflect on the overall provision.

The club shows a flexible and welcoming attitude to parents and carers, as staff are always willing to meet the individual needs of families. Parents are very satisfied with the provision; they know their children are keen to attend and this benefits and enables them to work or study. Parents have access to the club's information and they receive newsletters to keep them well informed. There are individual links with parents to meet children's needs and to share development. The links with the on-site school show a clear commitment to sharing responsibility for children's learning and progress. There are effective systems in place for regular support from the wider early years network and staff take-up professional development opportunities to enhance the provision.

The quality and standards of the early years provision and outcomes for children

Younger children confidently arrive at the provision from their classrooms. They are happy and settled in the after school club and they know the routines. Children are keen to sit together in a group reading with a staff member. They listen well and join in with conversations about the story, extending the discussion and learning about the wider world at times. Children sort through the boxes of cars and find their favourites; they have ample space to play together and send the cars across the floor. Children also use the space to move freely, wearing capes from the dressing-up clothes and developing their imaginative play. Once all the children are present, they can choose to play outside, running and kicking balls with staff, using energy and developing physical strength. Children show enthusiasm for being active and being out in the fresh air. They feel safe because they are on the school premises and they say they feel protected because there are adults around them for security. Children know that there are rules and they have been involved in deciding these. They well understand the need to have boundaries for safety and this encourages their feelings of being valued. Children talk about practising fire drills and they understand the need to leave the premises to remain safe.

Children have a very social and relaxed time together when they eat their tea time meal. They independently wash hands and effectively understand that this increases their personal hygiene and cleanliness. They all sit at a large table and make their own sandwiches, learning to spread their bread with butter adding nutritious foods, such as ham and cheese with peppers. Children effectively learn about healthy choices, as staff encourage them to eat fruit and to drink milk or water.

Children are making a positive contribution to others. They take turns playing interactive computer games after their meal; they have timed sessions and watch each other's games. Children gain a good sense of belonging. They receive rewards and have certificates presented for behaving well at the club and take part in group topics. For example, children use maps and followed clues to find coins in envelopes during an outside, treasure hunt; even the quiet children take part in a talent contest. Children show they are developing skills for the future including fluent, communication skills. For example, they are keen to share interesting facts about the weather.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met