

Inspection date

3 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is outstanding

- Self-evaluation is very accurate and reflects the views of parents, staff and the children. Staff highly value the suggestions they receive and incorporate them into planning, such as parents' request for staff to hear children read more often.
- The manager is highly focused on supporting children's emotional well-being. She has successfully introduced a democratic peer mentor system to empower children to support each other to resolve any minor disagreements and to help new children to settle.
- The key-person system is extremely effective in supporting children through the process of starting school. Where possible, staff ensure that children who attended the associated nursery prior to starting school retain the same key persons to promote continuity in care.
- Staff establish strong and effective partnerships with the local schools that children attend. This ensures children benefit from consistency in their care and learning.
- The manager and staff enthusiastically join in with children's activities. Children have fun and are eager to play games and talk with their friends.
- Staff encourage children's awareness of equality and diversity extremely well. Children participate in a carnival and proudly contribute to a display to celebrate their different cultural backgrounds.

What the setting needs to do to improve further

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

- evaluate the impact of the proposed improvements to the outdoor area on children's physical development, self-confidence and emotional well-being.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Gail Warnes

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager is passionate in her role to provide excellent levels of care for the children. The arrangements for safeguarding are effective. Staff understand their role to protect children from harm. They know what to do should they have any concerns regarding a child's welfare. Recruitment procedures are robust to ensure only suitable adults work with the children. Highly effective supervision arrangements for staff are implemented by the manager. She understands how to coach and support staff effectively to continually improve practice. Staff are highly reflective practitioners who work well together to provide children with the opportunity to relax and have fun. They work closely with the school, forging superbly effective partnerships to ensure children's individual needs are met. The manager is currently planning to improve the outdoor area to extend opportunities for physical play. Parents are very positive about the club. They feel their children are safe and state that their children thoroughly enjoy themselves.

Quality of teaching, learning and assessment is outstanding

Staff are well qualified and enthusiastic in their work. They complete comprehensive All about me forms with parents on entry to understand what children enjoy and can do. They take younger children's preferences into account when planning activities to support their individual interests. Staff encourage children to choose their activity and sensitively join in with play. Children especially enjoy traditional playground games outside and staff effortlessly support their ongoing learning. They count backwards as they pass a ball to each other, developing their hand-to-eye coordination. Staff talk to children about their play and their day at school. Children are relaxed as they chat with staff who instinctively model language to support their growing vocabularies. Staff work closely with parents whose children speak English as an additional language, learning key words and phrases in their home language. Younger children ride-on scooters and toy cars in the outdoor area before helping to sweep up leaves for the 'cooking pot' in a large disused tyre. They talk about recent Halloween activities and giggle when they find cobwebs and skeletons in the playhouse. Staff liaise with school to understand how to support children's developing reading skills.

Personal development, behaviour and welfare are outstanding

Children's safety is highly prioritised. Staff regularly complete risk assessments and are vigilant to potential threats, especially when collecting children from their schools. Children also complete their own risk assessments, which support their growing awareness of how to keep themselves safe. Children's contributions to the club are highly valued. They proudly show their artwork, which is displayed in the club, to detail emergency evacuation procedures. Children confidently explain what they would do in the event of an emergency at the club. Staff encourage children to help to prepare tea. They chop tomatoes and cucumbers, and ensure there are sufficient plates for all the children to eat tea. Staff are strong role models who are calm and give consistent messages about behavioural expectations. Children establish the club rules and explain how they are elected as peer mentors to support younger children who attend the club. They display pride in their club and respect and tolerance for each other. Children's behaviour is exceptionally good.

Setting details

Unique reference number	EY480292
Local authority	Cambridgeshire
Inspection number	984505
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	32
Number of children on roll	143
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Date of previous inspection	Not applicable
Telephone number	07742 227730

Foxes OSC was registered in 2014 and is privately owned. The club employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The manager holds qualifications at level 5. The club opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 9am and from 3pm until 6pm term time. Sessions in the school holidays are from 7.30am until 6pm. The club supports children who speak English as an additional language.

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