

Inspection of Foxes OSC

14b Station Road, Ramsey, Huntingdon, Cambridgeshire PE26 1JB

Inspection date: 4 October 2022

**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

Children access a wide range of opportunities that help to develop their social skills and emotional well-being. They eagerly play together in the role-play area and happily take turns and share resources. They have developed friendships with their peers and collaborate when playing, showing respect for each other and their environment. Children confidently speak to each other and to adults. They have positive manners and behave well in the setting.

Children have ownership in the setting. They know where their belongings should go and they contribute to creative displays. Children help to prepare snack for their friends and eat a wide variety of healthy foods. They enjoy being outside climbing and crawling through tunnels. Staff follow children's leads and are quick to provide further resources that children need to develop their play.

Staff provide a flexible routine and there are ground rules in place. These help children to understand the behaviour expectations of the setting. Staff support all children to understand these, providing extra help when needed. There are warm interactions between staff and children. Staff listen and respect children's ideas. This leads to a relaxed atmosphere in the setting where children feel valued.

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

- Staff communicate clearly with each other and with the children. They support children to walk sensibly to the setting, wearing high-visibility jackets. This helps children to understand how to stay safe. Staff give children who need it, extra support to do this. They talk to the children about safety. Staff carry out risk assessments and areas of the setting that are unsafe are cordoned off. Staff follow robust registration and departure procedures and supervise children closely while playing in the outside space.
- Staff create a spacious and attractive space and offer a wide variety of play and learning opportunities. These are based on children's needs and interests and they enthusiastically engage with these. Staff also offer children a choice and they are supported to pursue their own interests. Children create a 'law box' and staff listen, respectfully asking about the laws. They ask for help to create a shopping list and staff support this, building on children's writing and phonics knowledge.
- Staff work with the children at registration time to talk about the ground rules and model positive behaviours. There are extensive settling-in procedures in place so that new children and their families can get to know the setting and the staff. Staff support new children to make friends and get to know the routines of the setting.

- There is an effective key-person system in place and although some parents are not always aware of who their child's key person is, staff know their key children very well. Some staff know the children from their time at nursery and they work closely with parents and the local schools to help children with the transition to school. Parents comment on the positive approach to settling in and how engaged their children are in the setting. Staff support children who have additional needs to participate and engage. They adapt their approach to make sure these children are kept safe.
- Staff are astutely aware of the impact that COVID-19 has had on the emotional well-being of children. They provide areas within the setting and opportunities for children to express themselves and develop their confidence and independence. There are displays and reminders around the setting to engage the children and they participate in well-being sessions. Staff encourage children to do things for themselves and children help themselves to snack independently and tidy up afterwards.
- Staff receive support through regular supervisions and access to training. The leaders follow the necessary procedures when issues arise, and deal with these openly and quickly. The manager knows areas for improvement within the setting, such as developing the outside area and making it suitable for all children to access. She puts action plans in place to further develop these areas.

Safeguarding

The arrangements for safeguarding are effective.

Staff actively prioritise children's health and welfare. Leaders follow robust recruitment procedures and thoroughly induct staff into the setting. Staff receive up to date training and have a solid knowledge of safeguarding issues. They understand the potential signs that would give them cause for concern. They understand local issues that could have an impact on children's safety. Staff take action to report any concerns quickly following the setting's procedures. Staff keep children safe when they use information and communication technology and talk to parents about using it appropriately at home.

Setting details

Unique reference number	EY480292
Local authority	Cambridgeshire
Inspection number	10236435
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 11
Total number of places	32
Number of children on roll	80
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	07742 227730
Date of previous inspection	3 November 2016

Information about this early years setting

Foxes OSC registered in 2014 and is privately owned. The setting employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The manager holds qualifications at level 6. The setting 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 during school term time. Sessions in the school holidays are from 7.30am until 6pm.

Information about this inspection

Inspector

Tracy Joyce

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 the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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