



## **Mapp Centre - Apollo Youth Club**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330731
<b>Inspection date</b>	03 August 2006
<b>Inspector</b>	Joanne Graham
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<b>Registered person</b>	Reading Borough Council
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Apollo Out of School Club opened in 1971. It moved to new purpose built premises in January 2006 and is supported by Reading Borough Council. It operates from three rooms, within the Mapp Centre. A maximum of 40 children may attend the after school or holiday provision at any one time. The club is open Monday to Friday 08.30 to 17.30 in the school holidays and Monday to Friday 15.00 to 18.00 term time. Children are collected from local schools for the after school club.

There are currently 51 children on roll. Children have a choice of attending morning sessions, afternoon sessions or all day during the school holidays and the club

serves children from the whole community. The setting currently supports children with special needs and English as an additional language. The setting employs six staff in the holiday club, of whom two hold a level 3 qualification and employs five staff in the after school club, of whom two hold suitable qualifications and one is working towards a suitable qualification. All staff attend a three day in-house introduction to playwork level 2 entry level training prior to working in the setting.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is outstanding.

Children take part in regular physical activity both indoors and outdoors boosting their development very well. They access the secure garden regularly and particularly enjoy the 'ball park' where they can play football and basketball in an enclosed tarmac area with high fencing. They also enjoy using the large static equipment, which they helped to design. They develop their balancing and climbing skills, use ropes, poles and metal ladders, as well as increasing their ball skills. They enjoy racing around and chasing one another and have access to small apparatus such as hoops and balls. They use large equipment such as the table tennis, top rocker, pop up tunnels and cubes in the main room and have use of the large hall for team games and organised events. Staff and children prefer to use the garden, and gain the benefits of fresh air when the weather permits.

Children benefit from playing in a clean, bright, light and airy setting. They respond positively to very good hygiene procedures and follow the routine with little prompting to wash their hands before eating and after using the bathroom. They have a very good understanding about why they do this, as staff reinforce good practices. The new toilet areas are extremely clean and sanitary and encourage the children to use them sensibly and independently. Staff respect the older children's privacy sensitively. Children have their health and dietary needs met very well because staff work effectively with parents. They record all details on child registration forms, make sure they regularly up date the information, and ensure all relevant people are aware of these needs when preparing and serving meals, snacks and drinks. As precautions, the group do not permit children to bring in homemade food to share with others and ask parents not to supply nuts or products containing nuts in packed lunches. Children benefit from healthy snacks, consisting of a good variety of fresh fruit, and cooked meals provided for the after school provision, are freshly prepared on the premises and promote healthy eating. Children can access water throughout the day when they are thirsty.

All staff hold first aid training and the first aid box is easily accessible. This means they all can give appropriate care if there is an accident. Comprehensive documentation supports staff with accurately recording accidents, incidents and medication administered and they ensure they acquire parental signatures, maintain confidentiality and store securely. This safeguards children's welfare effectively.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The premises are very secure and there are effective procedures in place to prevent unwanted visitors gaining access. For example, only staff open the door and ensure adequate identification is shown before allowing them to enter. Children are cared for in a welcoming, secure and safe indoor and outdoor environment where effective safety measures help to minimise risks and hazards. For example, staff carry out twice daily health and safety checks, visitors record their visits in the appropriate book and the garden and ballpark areas are fully enclosed. Staff deployment is excellent and provides the children opportunities to explore and play independently but ensuring they stay out of harms way. Children learn to keep themselves safe, through good supervision and sensitive reminders. They know not to run inside and to not climb down the grass banks and they do not push one another when lining up. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. All exits are clearly marked and fire evacuation procedures are displayed in all rooms.

Children use a wide range of good quality toys and resources appropriate to their age and stage of development. Staff organise the indoor and outdoor space effectively, allowing children to move around safely, freely and independently between all the rooms. There are clear procedures for outings that ensure children's safety. Parents give prior written consent, ratios are improved above minimum requirements and staff take a first aid kit, a mobile telephone and contact numbers. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. All staff attend some training and receive clear information regarding the signs and symptoms of abuse. This effectively supports children's welfare.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle, are comfortable and become happy in the setting because staff welcome them and provide a child friendly and inviting environment. Staff are attentive to the children's needs, likes and preferences and support them well to help them enjoy their time at the setting. Children confidently approach staff for reassurance and to discuss their play, and staff sit with them to increase their enjoyment and encourage them to participate. Children make positive relationships and relate very well with the staff and other children. They enjoy social occasions, such as group games and lunchtime, and enjoy each other's company. They often invite staff into their play and are confident to express their views as they know they will be listened to. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning. For example, table tennis, composing music with the keyboard and practising playing tunes, sewing to make stuffed animals, tabletop games such as table chess, bed bugs, bingo, and creative activities using paints and collage. The group invite visitors into the setting who share their skills with the children. They participate enthusiastically with designing and then creating their ideas with the pottery expert and some

children engage for extended periods to complete the task.

Staff pre-plan at least three main activities per day and adapt these in line with the majority of children's preferences. For example, the children cast their votes for the choice between the planned hockey and their choice football. In addition, staff lay out the room with alternative suitable and varied toys, equipment and activities for the children to access, which appeal to the range of ages present for most of the time. However, during routine changes and on occasions outside, children are not engaged fully and often are not interested to participate in the selected activities and equipment.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and play a full part in the setting. Their individual needs and differences are valued and respected and staff treat all children with equal concern and compassion, contributing to the children feeling secure. This helps to build children's confidence and self-assurance. Staff have an excellent knowledge of children's family context and increase the children's feelings of belonging when they participate in conversations about the children's home life. Staff have an extensive knowledge of caring for children with special needs and who speak English as an additional language and the comprehensive systems make sure their individual needs are respected and fully met. Children are learning important social skills such as sharing, turn taking, listening to others and respecting the environment and equipment, which staff reinforce sensitively most of the time. Children's behaviour is good, but during routine changes, in particular after lunch and before staff provide focus activities outside, the behaviour deteriorates considerably. Children help to devise the club's rules and all sign to agree to these. They respond to staff support and are aware of the boundaries, although at times require gentle reminders of these.

The children have extensive opportunities to learn about themselves, each other, the local community and the wider world through imaginatively planned activities, celebrating different festivals and embracing one another's cultural differences. The group is multi-cultural and effectively promotes positive images. Children access an extensive range of resources, which depict positive images of race, culture, disability and gender. This positive approach fosters and increases children's understanding of others. Staff build up very good partnerships with parents and carers and this contributes significantly to children's wellbeing in the setting. Staff actively seek views from parents about their children's needs and interests before the child starts at the setting, and on a regular basis throughout their time there. Staff ensure they are available to meet and greet the parents and carers to discuss their child's day. The setting provides regular newsletters during the after school club. Staff have a good understanding of the new legislation regarding recording parental complaints and there are facilities to record these.

### **Organisation**

The organisation is good.

Staff have high regard for children's welfare and wellbeing and continually self evaluate their provision to improve the setting for the children. They ask children for their ideas and views and value these suggestions. For example, the children help design the new garden. All staff attend regular training and hold planning meetings frequently to increase their knowledge and to ensure they provide an interesting environment for the children. They work well as a team and staff deployment supports the children's enjoyment well. Staff ensure children are supervised at all times, that ratios are maintained throughout the sessions and children are never left unsupervised with persons not vetted. This contributes to the children's pleasure, safety and wellbeing.

All mandatory records are in place, confidential and well maintained. This guarantees the safe and effective management of the setting in order to promote children's welfare. The setting displays the certificate of registration and the details of the regulator during operating hours. The provision meets the needs of the range of children for whom it provides.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

There have been no complaints made to Ofsted since the last inspection. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- monitor and assess activities and equipment usage to ensure those provided engage all children's interests fully and meets their needs throughout the session

- develop system to improve the children's behaviour during routine changes after lunch and during outside play when there are no adult led or focus activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)