

Emmer Green After School Club

Inspection report for early years provision

Unique reference number EY364352
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Inspector Aileen Ewins

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Emmer Green After School Club is run by a parent committee. It first opened in 1997 but re-registered in 2007. The After School Club operates from rooms within the Youth and Community Centre in the Emmer Green area of Reading. A maximum of 32 children from four years to under eight years may attend the club at any one time. The club is open each weekday from 15:00 to 18:00 term time only.

The After School Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children over eight years may attend also. Currently there are 55 children on roll, of which 30 children are under eight years, and of which 10 children are in the early years age group.

The children share access to a secure enclosed outdoor play area. The club employs six permanent members of staff and one staff member who provides cover. Of these one staff member has a childcare qualification. Currently three members of staff are working towards an appropriate Level 3 qualification and two staff members are working towards an appropriate Level 2 qualification.

Overall effectiveness of the early years provision

The After School Club provides a welcoming environment to children and parents, with policies and procedures being updated recently in line with current guidance. Staff have a sound knowledge of how to safeguard the children in their care; however, the need to extend the provision's capacity to identify future improvement and training needs must be addressed. Links and communication between schools, other professionals, parents and the After School Club should be strengthened in order to promote a more inclusive practice and identify the needs of the individual child.

What steps need to be taken to improve provision further?

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

- implement a sick child policy to be shared with parents, which includes the procedures for the exclusion of children who are ill or infectious and the protocol for contacting parents or another designated adult if a child is ill.
- enable practitioners to have a clear understanding of their roles and responsibilities by identifying staff training needs; and set a course of action to put these into place, with particular reference to safeguarding children, the Early Years Foundation Stage (EYFS) and appraisals
- commence an evaluation of the provision to identify future improvement using the help, thoughts and feelings of all staff, committee and children.

To fully meet the specific requirements of the EYFS, the registered person must:

- promote more effective systems to ensure that the individual needs of all children are met, by providing better links and communication with schools, other providers and parents in order to develop individual children's learning and development experiences (Organisation) 30/12/2008
- provide evidence of how a manager will hold a full and relevant Level 3 qualification; and how half of all other staff will hold a suitable minimum Level 2 qualification as defined by Children's Workforce Development Council (CWDC) (Safeguarding and promoting children's welfare) 30/12/2008

The leadership and management of the early years provision

Whilst the committee have worked hard in updating the procedures relating to the setting, the provision has failed to recognise the importance of their continuous improvement. For example, at registration the setting was asked to ensure that the manager held an appropriate childcare qualification. Whilst the manager and other key staff are working towards a qualification this has not been fully addressed, and so, therefore, this places children's safety at risk.

The After School Club have not completed a self-evaluation of their provision. Whilst they can identify their strengths in enabling children to have fun and enjoy their activities, they have not acted on the improvements which need to be put in place. Staff training needs have not been identified. For example, although staff have a sound knowledge of how to safeguard the children they care for and to protect themselves from false allegations, child protection training has not been organised. Whilst recruitment procedures include taking up and following on references and clearances, staff induction and appraisals which help to promote and identify future needs are not carried through. Staff are therefore unclear about their roles and responsibilities in many respects. Policies relating to the inclusion, welfare, care and safety of children attending are in place. Whilst staff identify the regulations in regard to medication and accidents, and four members have completed paediatric first aid training, a sick child policy has not been put into place. Policies are not made fully accessible to parents and therefore some may be unaware of the procedures in place.

The After School Club carries out routine risk assessments, identifying and acting upon any hazards to children which are identified. The certificate of registration along with public liability insurance is displayed. Staff complete a register with children taking responsibility to sign themselves in also. Parents sign children out and therefore a historical record of children's daily attendance is maintained. Visitors show identification and along with staff sign in also.

Children's individual records are stored confidentially. Parental written consent is taken for children collected and brought to the setting by staff on the bus.

Emergency written consent, which enables staff to seek assistance, is also in place and therefore in times of medical emergency children's well-being is enhanced.

Staff have warm bonds with the children and respond to their individual needs appropriately. Children attend from five schools and mix well with one another. They show respect for their environment and the staff who look after them. Policies in place promote an inclusive environment for the children, but a weak understanding of some aspects of the EYFS means that staff do not fully understand how to complement activities enjoyed in schools. Links and communication with the schools lack clarity in some aspects, in regard to children's personal and learning development. Parents do, however, hear about the After School Club through the schools and are invited to visit with children being offered settling in sessions. The provision makes good use of the support it receives from the local authority. Information to parents is exchanged and in these respects the After School Club staff passes on information from school, for example if a child has had a minor accident within the school day.

The quality and standards of the early years provision

Children have many opportunities to play outside and to move around in the hall inside. Lots of space is provided and activities are set out well. Children can access resources easily and staff are more than willing to help out in a supportive manner or to play board games or team games with the children.

Children's health is cared for well. Meal times are sociable, with all children and staff sitting together. Healthy and nutritious meals are enjoyed and a varied menu is offered. Staff wear aprons and gloves when cooking and preparing food and all but one staff member has completed food hygiene training. Children can pour themselves milk and water on arrival to the After School Club and water is accessible throughout the session. Staff are aware to document any accidents and gain parental signature to acknowledge. Children's safety is important and staff walk to local schools and bus back with some children, whilst others are collected on foot by the remaining staff at the most local school. Parents/carers of children from schools further afield are delivered direct to the setting. Fire evacuation procedures are displayed throughout the hall with fire drills being carried out often. Children are therefore aware of how to leave the building quickly should the need arise.

Children behave well. They show respect for one another and enjoy their time together regardless of age or gender. Children show respect for other people's cultures and diversity. Last week children thoroughly enjoyed World Week where they took part in activities relating to five countries. For England day children enjoyed eating scones, cream and jam as part of an old English tradition. On India day children experimented with Henna painting and customs for Eid. Italy day was made fun with children making the Leaning Tower of Pisa out of pasta. Poland and China days were equally enjoyed. Children ate traditional foods, wore football kits to the setting and made flags representing each country. Parents also participated in the celebrations.

Children have a large range of resources available to them which are suitable for the age and development of the range of children attending. Staff understand the children well. Children have opportunities to develop curiosity through many board games which staff and parents share with them. Staff and children chat with one another and staff listen to what the children have to say and respond accordingly.

Staff are beginning to acquaint themselves with the requirements of the EYFS. For the children in the early years age group key person staff have been allocated recently and are starting to understand the role and their responsibilities. With support from the local authority and the committee, plans have been put into place to commence development records for the children, which they hope to share with parents, schools and other providers. Staff are aware of the need to increase their knowledge and understanding of the EYFS in order for them to complement the EYFS provision that the children already receive, and how they can plan, assess children's next steps and recognise children's development throughout the early learning goals (ELGs).

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.