

# Farley Hill After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	148655
<b>Inspection date</b>	11/03/2009
<b>Inspector</b>	Pritiben Patel
<b>Setting address</b>	Church Road, Farley Hill, Reading, Berkshire, RG7 1UB
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<b>Email</b>	
<b>Type of setting</b>	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

Farley Hill After School Club opened in 1999. It operates from Farley Hill Primary School which is located in the rural area of Farley Hill, near Swallowfield. The after school club is based in the school dining room and also uses other areas of the school including the hall and outside play facilities. Children attending the club also attend the school. The club is open every weekday during the school term between 15:10 and 18:00. It is on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. A maximum of 32 children aged between four and eight years may attend the club at any one time. There are currently 106 children on roll of which four are in the early years age group. The club supports children with learning difficulties and/or disabilities. The club employs five staff, all of whom work part-time. In addition to this the supervisor works full time. The supervisor and one member of staff have early years qualifications, namely Level 3 NVQ in Playwork. Other members of staff are training for early years qualifications. There is access for disabled pupils as the provision is based on the ground floor.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Some aspects are outstanding such as the promotion of pupils' welfare. It meets the needs of children well including those that have learning difficulties. All children are fully included in all activities. This is due to a very positive ethos of support and respect between all adults and children. The older children happily and readily help the younger ones. Its capacity to maintain continuous improvement is good because the supervisor leads the provision well and all staff work together as a strong team.

## What steps need to be taken to improve provision further?

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

- ensure that children's learning in the EYFS is carefully planned in order that all children achieve as well as they can

## The leadership and management of the early years provision

The leadership of the supervisor is good overall and her impact on pupils' welfare is outstanding. She is well qualified and works hard to ensure that children have a happy and purposeful experience, during their time at the club. She knows about the individual needs and interests of all children very well and uses this knowledge to plan appropriate experiences for them. Her good organisation helps the club to run smoothly on a day-to-day basis. She receives good support from staff, all of whom are committed to ensuring that the time children have in the club is exciting and fun. An area for improvement from the last inspection was to ensure that staff are deployed so that they are aware of what all children are doing. This has been successfully addressed because the supervisor holds regular staff meetings as well

as briefings before and after the club, so that staff make the best use of time with the children and all activities have adult supervision.

The supervisor's self evaluation is honest. Children's learning in the Early Years Foundation Stage (EYFS) is not currently planned to ensure that all children can achieve as well as they can. The supervisor has identified this and is putting plans in place to improve this area. Children also have some involvement in evaluating activities so that they can be further improved.

Partnership with parents is outstanding. They meet on a daily basis whilst picking up their children and discuss the likes and dislikes of children so that activities in the club match their needs and interests. Regular newsletters are sent to keep parents well informed about the activities in the club. The notice board also has important information for parents, such as emergency procedures. Parents attend special events at the club such as when the, 'Zoo Lab' visited to show snakes and lizards. Parents hold the club in very high regard and comments like, 'It's well organised, has discipline and children have fun here', were typical.

Safeguarding procedures are outstanding and given high priority. All staff have had appropriate checks. Risk assessments are robust and are carried out for activities such as making pancakes, and using scissors during cutting exercises. The supervisor makes a daily check in relation to the premises and equipment.

## **The quality and standards of the early years provision**

The effectiveness of the club to help children learn and develop is good. A wide range of free choice activities are available for children such as computer games, role play, board games, and drawing activities as well as opportunities to complete homework. In addition to this, weekly structured activities are planned such as making Mother's Day cards and decorating plates. Activities are chosen to meet the needs and interests of children. For example, a child was having nightmares so one of the activities was to make decorative, 'dream catchers', to catch bad dreams and keep them away. Children's enjoyment and enthusiasm when completing this activity was good. Planning specifically for children in the EYFS is at the very early stages.

Interactions between staff and children are excellent. This helps children to make good progress in their social skills, team work, and communication. Good questioning from adults helps to extend children's thinking and learning.

Children's welfare in the club is promoted excellently. Children's safety is a priority at all times. For example the register is taken at the beginning of the club. Parents come into the club at the end of the session to sign the register when they take their children home. Children are well supervised during all activities.

Due to the very positive ethos and excellent relationships within the club, older children help the younger ones and show excellent maturity. Children with learning difficulties are very well supported, through specific resources. For example, board games are purchased to help those children who require extra help in order to

develop their language and vocabulary.

Children have an excellent understanding about how to stay safe by keeping away from hot ovens during cooking activities, holding a frying pan safely as well as washing their hands before and after eating food. They do not open the door when somebody knocks on the door without asking a member of staff. Their adoption of healthy lifestyles is outstanding as they readily eat sandwiches made out of wholemeal bread. In addition to this, many children choose to eat carrots, apples and drink milk or apple juice during snack time. Children take plenty of exercise through outdoor activities.

Their contribution within the club is outstanding. They write what they would like to do in the club on the, 'Wish Fish'. Children take the register with an adult, they help prepare and serve food to other children. They are very sensible as they help with the tidying up at the end of the session. The excellent development of such independent skills equips them outstandingly well for their future learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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](http://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.