

Colleton After School Club

Inspection report for early years provision

Unique reference number EY316816
Inspection date 24/03/2009
Inspector Christopher Gray

Setting address The Colleton Primary School, Colleton Drive, Twyford,
Reading, Berkshire, RG10 0AX

Telephone number 07756 123731

Email

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

Colleton After-school Club is run by a parent committee and opens from 15:15 to 18:00 hours during term time only for children of Colleton Primary School. It is based in the school. The After-school Club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for 24 children from four to eight years of age. Older children from the school may also attend, up to a maximum of 32 children per session. There are currently 3 children on roll in the Early Years Age Group. The setting is fully accessible to wheelchair users. The group uses the same classroom every evening and has access to a large playing area. The club has over 100 children on roll who attend a variety of sessions each week, so long as the maximum number of 32 is not exceeded. The after-school club employs five members of staff who hold appropriate early years qualifications or are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good and the setting is very popular with parents and children alike. This is shown by the reluctance of those booked for half sessions to go home at half-past four. Although children of any age from the school may attend (four to 11), few of the youngest do so as their parents feel they are often tired at the end of the school day. The needs of the youngest are well met; there are cushions and large puppets for them to relax with on arrival, and they join well with older children in games and activities. The older children are very helpful and supportive to them. There is a good range of resources and equipment, especially for computer games, so that children's enjoyment of the facilities is evident. This ensures that all children are fully and equally included in the care and provision offered. Continuous improvement is shown in the addressing of all the issues from the last inspection and in the tailoring of resources to meet children's interests. The manager has responded well to the recent changes in requirements and is aware that there is scope to extend the provision for aspects of children's learning and development.

What steps need to be taken to improve provision further?

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

- give children more encouragement and opportunities to use literacy and numeracy skills
- make more frequent observations of children's learning and development to inform future planning

The leadership and management of the early years provision

The good quality of leadership and management is demonstrated by the speed with which the manager responded to the request that all settings use a national

format for self-evaluation. This document is reflective and considers well the impact of provision on the outcomes for children. Improvements are also made in response to parental requests, reflecting the good relationship between home and the setting. Recently, the manager has begun to record what children eat at snack time, because parents of the youngest reported that their children could not remember what they had had, making the planning of evening meals difficult.

The membership of the club differs from day to day. There are a number of 'regulars', augmented by others who attend on a more casual basis. To cope with this, the manager takes advance bookings in order that the total present never exceeds the maximum. This registration process helps to assure children's safety. A number of parents expressed to the inspector their great appreciation of the work done by the club. The parents' managing committee has been diligent in ensuring that all policies, procedures and records are in place, guided by the expertise of the manager. She also ensures that all safeguarding requirements are met fully. Children say that they know that they are safe 'because there are so many adults to help us'. The trust between all children and adults is very evident, so that relationships are very good.

The quality and standards of the early years provision

Children's enthusiasm for the club shows the high level of their enjoyment. 'The boys can be a bit noisy sometimes, though,' said one older girl. Children are keen to go outside and older ones make sure the youngest are safe and included in their games. Staff are skilled at organising small playground games. Older children explain why the snacks on offer are healthy options and know that too many crisps are bad for them. They help the younger ones as necessary, seeing to it that crisps may be had only once fruit has been eaten.

The school is very cooperative in clearing the classroom before the end of the school day, so that adults can quickly organise the furniture, prepare to cook the snacks and put out the equipment. There is a wide range of good resources, so that the offer differs day by day. Children's choices are taken into account when appropriate. Craft work is very popular and is varied to reflect various themes, such as Easter. Displays show the good quality of children's past work. Children are very keen on computer games and the club has provided sophisticated car race simulations in response to children's suggestions. However, there is no regular provision of books or other materials to develop the language and number skills of the children. Staff sometimes miss opportunities to interact with children and extend their thinking through careful questioning. This means that there are not enough occasions when notes can be made as to children's achievements or interests. The manager records observations on what Reception children are doing for transmission to their teacher, but there is no system to make sure that such notes influence future planning for all children.

All children contribute well to the running of the club. Their friendliness and good behaviour ensure that the youngest can enjoy their time after school as much as the eldest. Children choose their own snacks and the time at which they eat them.

This helps develop their independence. These attitudes reflect the good promotion of children's welfare by the manager and her staff.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	2

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 registration.

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.