

# Aldermaston Breakfast and After School Club

Inspection report for early years provision

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<b>Unique reference number</b>	511185
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<b>Inspector</b>	Angela Konarzewski
<b>Setting address</b>	Aldermaston C of E Primary School, Wasing Lane, Aldermaston, Reading, Berkshire, RG7 4LX
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<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 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

The Aldermaston Breakfast and After School Club is the club which is held in the Aldermaston Church of England Primary School in Aldermaston, which is a rural village in West Berkshire. It was set up in 2000 to provide before and after school care. The club meets in the school hall and has access to a toilet, a kitchen, an information and communication technology suite and outside play areas. The club is registered to care for 24 children aged from four to eight years and also provides care for older primary children up to the age of 11 years. There are 106 children on roll of whom 57 are aged eight or under and of these six are in the early years age group. The club is open to all children in the community and eight children from The Cedars Independent School attend. During the inspection, 12 children attended the setting, none of whom were in the early years age group. Care is offered before school between 8:00 and 8.45 and after school between 15:15 and 18:00 on weekdays during the school term. A voluntary committee is responsible for running the club and there are three staff members working directly with the children. The club leader has a level three qualification in childcare. The club receives support from the Early Years Development and Childcare Partnership. The setting is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

## Overall effectiveness of the early years provision

The overall effectiveness of Aldermaston Breakfast and After School Club is good. Children's learning and welfare needs are met well. The leader and one of her assistants have been trained in the Early Years Foundation Stage (EYFS) framework which they have adapted to meet the needs of the children who attend their setting. However, more should be done to record the progress children make across the six areas of learning. Currently, planning is not directly based on assessed needs and children's progress slows. The club welcomes everyone, and offers inclusive services that are accessible to all children in the community. Policy documentation is thorough and up-to-date, including risk assessments and parental consent forms, which were an issue at the last inspection.

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

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

- build on the existing good practice to ensure that the Early Years Foundation Stage Framework is fully implemented
- prepare a long term plan for improving the setting to ensure improvements are developed systematically

## **The leadership and management of the early years provision**

Leadership and management are good. The committee, which is made up of parents, the play leader and the head teacher of Aldermaston Primary School, meets regularly to plan and evaluate provision and to modify practice where needs are identified. Partnership with parents is good and open communication between staff and parents, together with good quality information about the setting, supports children's welfare effectively. Parents' views are regularly sought and taken into account. For example, parents requested that children should have access to a 'quiet reading' area and this was immediately established. Children who do not wish to participate in the range of other activities on offer can now read quietly if they choose to do so. Children also share in the evaluation of the club and their views are taken into account. They suggested introducing a new reward system and were given the opportunity to design and make their own star chart. The setting also holds fund-raising events organised by the children, who then decide how to spend any money which is raised. Knowing they have a say in what goes on makes the children feel valued and gives them a sense of pride and confidence in the setting. Whilst an evaluation of the current level of provision has taken place, action planning for meeting the suggestions for improvements is not currently recorded. Consequently improvements for the long term are not prioritised and developed systematically.

Staff are trained and checked for suitability to work with children. Information given to parents and carers in newsletters is relevant and detailed, and policies and procedures are clear and accessible to parents. Children are very well safeguarded and feel completely safe and secure in the setting.

Children's welfare is of paramount importance to the staff and individual needs are conscientiously met. Leaders ensure that procedures for carrying out daily risk assessments to ensure accidents are minimised are thorough and known by all staff.

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

The quality and standards in Aldermaston Breakfast and After School Club are good. The planning of activities takes account of children's needs and interests and there is an appropriate balance of adult-led and child-initiated activities. A very wide range of good quality toys and equipment is neatly stored in labelled containers for inside and outside use. Consequently, children can quickly access the resources independently and they settle well. The aim to be inclusive, stated in the mission statement, is reflected in many resources which promote positive images of disability and culture.

Children understand the principles of healthy eating and drinking. The setting provides healthy options during the breakfast and evening snack sessions. Fun menus are included, for example a Hawaiian breakfast with tropical fruits, cereal, toast and orange or apple juice. Water and fruit juice are freely available throughout the sessions and children can help themselves when they are thirsty.

The setting takes good advantage of access to the school's computer suite as well as the adjoining field and outside play areas. Opportunities for preparing children for life in the modern technological society and for developing a fit and healthy lifestyle are, therefore, well met. Children are encouraged to take vigorous exercise outside and are conscious of their own and others' safety. Older children develop a responsible attitude towards younger ones. Children behave well because their individual welfare needs are met and they feel safe and happy learning and playing together. They make a good contribution to the community and develop a sense of responsibility when helping to clear away at the end of sessions.

Children progress well across all areas of learning and their personal and social development are actively promoted, but their achievements are not currently recorded. This slows their progress because planning for activities is not based on a systematic assessment of needs in terms of learning and development. The play leader is in the process of devising a system for maintaining records of progress, in collaboration with EYFS staff in the school.

## 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?	2
How well are children safeguarded?	2

### 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>	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

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## **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