

Mapp Centre - Apollo Out of School Club

Inspection report for early years provision

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Inspection date	02/03/2010
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Type of setting	Childcare on non-domestic premises

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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).

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.

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Description of the setting

The Apollo Out of School Club opened in 1971. It moved to new purpose built premises in January 2006. It operates from three rooms, within the Mapp Centre. They are registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

A maximum of 40 children may attend the after school or holiday provision at any one time. The club is open Monday to Friday 8.30am to 5.30pm in the school holidays and Monday to Friday 3pm to 6pm, term time. Children are collected from local schools for the after school club. There are currently 36 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 five staff in the holiday club, of whom two hold a level three qualification and employs five staff in the after school club, of whom two hold suitable qualifications and two are working towards a suitable qualification. All staff attend a three day in-house introduction to play work level two entry level training prior to working in the setting.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy spending time at this out of school club and are keen to tell visiting adults about their experiences and why they love attending the club. The staff team carefully plan events and activities to ensure that all children are offered a wide range of activities. They work in true partnership with other settings the children attend, to ensure they are able to effectively support children's learning in the Early Years Foundation Stage. As a club, they reflect on their practice to ensure these high standards are maintained and that they have effective processes in place to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop staff skills and knowledge in supporting children with learning difficulties and or disabilities

The effectiveness of leadership and management of the early years provision

Children's safety and safeguarding underpins everything they do. They have robust recruitment processes to ensure all adults are fully vetted before they begin

working with the children. All areas used by the children are comprehensively risk assessed by the ever vigilant staff to ensure the children are able to safely explore their environment. A full range of relevant and detailed policies, procedures and all required documentation underpin the good practice. All staff are aware of their duty to safeguard children and when it is appropriate to make a child protection referral. As a result of all these actions, children are safeguarded very well.

The management and staff team undertake on going self-evaluation to ensure their existing good practice is continued. Great importance is placed on staff training with staff undertaking both short and long-term professional development. They make good use of knowledge gained to inform their day-to-day practice and are able to effectively share new skills and knowledge with their colleagues. This good practice further promotes good outcomes for children. Awareness of issues of equality and diversity underpin everyday practice. Whilst the club promotes inclusive practice there is a need for them to consider how they can best support children with a variety of differing special educational needs.

The staff have formed close working relationships with the parents and carers. Parents have regular meetings with the staff, these are in addition to time made to talk about their children and are to give them a voice within the self-evaluation process. Parents have discussed issues such as the website and information they would like to see published on this. This excellent joint working fully promotes parental involvement. The club also works in close partnership with the children's schools, forming links with children's teachers to further support continuity of care. The club provides children with a wide range of resources that ensure they have good variety and challenge. These resources are freely accessible by the children.

The quality and standards of the early years provision and outcomes for children

All children show a strong sense of security and form close and trusting relationships with the staff. They undertake a wide range of activities both indoors and out. The children are very involved in the planning of these activities, such as the children deciding to hold a challenge week. During this time, they look at different challenges such as building towers or learning new games. The staff work with the children to ensure these offer something for children of differing abilities and interests. As a result, all children join in and work as a team. Children role model the good staff practice and can be heard offering each other encouragement and praise for their efforts. The role of the key person is implemented in an effective way with each child being clear as to who their key person is and these staff knowing their key children exceptionally well. The key person will also form links with the children's schools to ensure the club can offer tailored support for each child. The staff also maintain observation records for each child and review these to ensure children are progressing and undertaking a balance of activities. As a result children are making good progress in their learning and development.

To support children in understanding each other's backgrounds and cultures staff have invited parents into club sessions. Parents have then undertaken different

activities with the children such as cooking their traditional foods or children might learn some key words in another language. The children have also been invited to sing at a local concert as the group has a strong community presence. These activities give children an excellent understanding of the wider world and of the differences and similarities between themselves and their peers. Children behave well and staff support them exceptionally well in understanding how their behaviour could cause conflict. They take time to discuss disagreements between children and encourage them to consider the other persons point of view. This is a highly effective method of behaviour management and the result is children who are considerate to the needs of others. Children are also given clear examples of how to keep themselves safe. Children playing pool are reminded to consider how they are handling the cue as they may poke other people in the eye.

Children are encouraged to develop exceptionally healthy lifestyles. The children are provided with a freshly cooked meal. All staff have food hygiene training and an excellent understanding of how to plan and cook a balanced healthy meal. Children's views are taken into consideration and the menus well reflect children's dietary needs and preferences. All children are encouraged to try the fresh fruit and vegetables and staff use meal times to talk about balanced diets and healthy options. Physical play is incorporated into each session and the group have large play space both inside and out. Children may for example play team games with a parachute.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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