

# St Thomas' After School Club

Inspection report for early years provision

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**Unique reference number** 110493  
**Inspection date** 25/09/2009  
**Inspector** Stephanie Matthews

**Setting address** St Thomas Infant School, Woolton Hill, Newbury,  
Berkshire, RG20 9XF

**Telephone number** 01635 253431

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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).

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.

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## **Description of the setting**

St Thomas' After School Club opened in 1999. It is managed by a voluntary committee made up of parents of children who attend the setting. It operates from rooms within St Thomas' Infant School in the village of Woolton Hill, near Newbury, Berkshire.

The setting is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting has use of a classroom, main hall, library and associated kitchen and toilet facilities, together with a secure outdoor playground. It has facilities for those with special educational needs and/or disabilities and appropriate disabled access. The children who attend the out of school club come from either the infant school itself or the nearby junior school; the setting is also open to children from other schools. The setting opens each weekday from 15.15 until 18.00, during school term times. There are currently 40 children on roll, aged from four to 11 years. Four children are within the early years age group. Children attend for a variety of sessions.

The setting employs five part time staff. Three have appropriate early years or play work qualifications, one with National Vocational Qualification at Level 3 and two at Level 2. Three staff have qualifications in paediatric first aid. Regular support is received from the local authority and there are close links with the host school.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The requirements of the Early Years Foundation Stage are met effectively and the setting is fully inclusive. The staff care for the children well and ensure that safeguarding procedures are robust and effective. As a result, the children feel safe and secure and enjoy their time in the club. The manager and the committee provide good leadership and management and the setting has a good capacity for further improvement.

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

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

- provide more support for developing children's awareness of our multicultural society
- develop procedures for self-evaluation and canvassing parental views.

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

The manager is very experienced and also supervises a local nursery. She is able to use that knowledge in planning effectively, promoting improvement and in

ensuring effective procedures in the after school club. All safeguarding procedures are in place and risk assessments are regularly carried out. Provision for first aid is good. Resources are used well and frequently added to and improved. The setting caters well for all children but has not yet planned for making children more aware of our multicultural society. For example, children do not celebrate a variety of festivals or try food from a range of countries and cultures. Sufficient staff are well trained, others are in the process of acquiring qualifications and staff carry out their work very diligently. There are regular staff meetings to discuss development, but a formal self-evaluation has not yet been completed. Parents say that they are very happy with the provision, particularly its flexibility, and feel that they are kept well informed. The opinions of children are sought via questionnaires, but this has not been extended to parents. This means that parents have limited opportunity to express concerns or suggest improvements. The committee is very effective and its members use their expertise well in supporting the club. The close association between the manager and the committee and the focus on sharing expertise shows that there is good capacity for further improvement.

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

Children enjoy attending the after school club and behave well. Often the children are reluctant to leave when their parents collect them before the end of the session. Children feel safe because of the familiar routines and because their welfare is checked so carefully and effectively. This is seen, for example, when the junior school pupils are escorted to the setting on the infant school premises. During fine weather there is an emphasis on healthy outdoor activities and children were observed playing on outdoor equipment and learning to play tennis. The setting ensures that children experience all areas of learning, including reading and writing and using the club's own computer. The setting clearly helps them make good progress in all aspects of learning. Older children support the younger ones and there is a strong family atmosphere in the club. This is particularly clear at tea-time when children help each other and make their own sandwiches. Sometimes these have quite unusual combinations of sandwich fillings, which greatly interest the children. The setting has a strong emphasis on healthy eating and the provision of high quality food. For example, only low sugar jams are served and fruit juices are fresh rather than made from concentrates. No squash or fizzy drinks are available, but children are allowed one biscuit when they arrive. As a result, children clearly understand the importance of choosing healthy food and taking lots of exercise. They contribute very well to the happy atmosphere of the setting by behaving well and helping each other and their carers. Their positive experience in the setting contributes well to their overall well-being because of the carefully planned activities that combine learning and enjoyment very effectively. The good skills and self-confidence that children develop prepare them well for the future.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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