

Cool & Crazy Shinfield After School Club

Inspection report for early years provision

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| Unique reference number | 148702 |
| Inspection date | 25/11/2009 |
| Inspector | Gordon Jackson |
| Setting address | Shinfield St. Mary's CofE Junior School, Chestnut Crescent, Shinfield, Reading, Berkshire, RG2 9EJ |
| Telephone number | 0118 988 3663 (School Phone No.) |
| Email | |
| 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

The Cool & Crazy Shinfield After School Club is a committee run group. It is held in a ground floor area within the Shinfield St Mary's CofE Junior School which is located in a residential area of Shinfield. The club has been registered since 1999 and serves the needs of children who attend the Shinfield Nursery, Infant and Junior Schools, and other schools in the local and surrounding areas.

The Cool & Crazy Shinfield After School Club is registered for 26 children between the ages of four and under eight years. However, the club only accepts children from four years six months and allocates a proportion of the 26 places to children between the ages of eight and 11 years. There are currently 73 children on roll, including 27 children under eight, of whom, two are Early Years Foundation Stage children. The club holds a waiting list. The after school club opens during school term times, Monday to Friday from 3.30pm to 6.00pm. On the last day of each full term the club opens from 1.30pm to 3.30pm.

There are nine staff members who work with the children across the age groups. Staff attend training and receive support from the local early years development workers.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The after school club places a high priority on providing an excellent source of continued education through play and social care for its children in a fully inclusive, safe, supportive and happy environment. As a result, children feel safe and secure and enjoy the provision provided by the staff and the excellent facilities. The club is fully aware of the guidance provided by the Early Years Foundation Stage framework and the manager ensures the special needs of these younger children are thoroughly met and their progress suitably monitored and recorded. All practices are regularly reviewed and evaluated, and comments welcomed from parents. Overall, children achieve very well, make very good progress and as a result, develop self-confidence and very good social skills. There were no recommendations from the previous report requiring action. The club continues to flourish after the previous outstanding report. There is very good capacity for continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- monitor and seek improvements in the appearance of the toilets provided by the junior school.

The effectiveness of leadership and management of the early years provision

The club's manager provides outstanding leadership and management. The staff know the children as individuals. Safeguarding policies are thorough and well designed and ensure that children are fully protected. Regular daily checks are conducted to ensure that a safe and secure learning environment is created and maintained. A broad range of indoor and outdoor activities ensure that children are well stimulated, these being complemented by occasional talks and demonstrations from visitors. On this particular evening, a Taekwondo demonstration had been arranged in which the children participated and thoroughly enjoyed.

A totally comprehensive range of policies and procedures are in place in order to promote the safety and welfare of children, with all aspects and eventualities being fully covered. During the snacks time and at various times of the evening, children were reminded of the basic hygiene rules and of the need for washing hands. The manager and her colleagues use thorough self-evaluation processes which include obtaining comments from parents, children and other staff to identify areas and systems for improvement.

The manager and her staff are totally dedicated and caring. They ensure that through play all children, irrespective of age or ability, can develop a broad range of social and other skills. Although the indoor facilities are limited in area, the club does have the opportunity to use the school hall during bad weather. The outdoor area is floodlit at night and so creates a useful additional play area which fully meets the needs of children, with a range of activities provided to contribute to their physical development.

Excellent relations exist with parents and carers and staff readily greet parents as they arrive to collect the children and are keen to gather their opinions. A newsletter contributes to the good level of communications. Full details about the club and its activities are readily available. Parents are full of praise for the club and the staff and clearly value the provision provided. The manager and her team maintain and develop links to other organisations. These include local schools with appropriate liaison arrangements in place; the local Taekwondo club, and the Wokingham area's after school clubs organisation, which is chaired by this manager.

Staff at the club are keen to undertake training and show outstanding management and leadership capacity.

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

Children are relaxed on arrival as they feel safe in the knowledge that they can trust staff. Although the school toilets were acceptable, the quality of the paintwork on the walls spoiled the appearance. Full consideration is given to the promotion of a healthy diet, with various forms of fruit and salad items provided

for snacks. Drinking water is always readily available. Discussion at snack time helps to make children aware of the importance of sensible eating habits. Exercise is promoted by the well qualified staff who encourage the children to participate in a range of physical activities such as hockey and ball games. In dry weather, the school's own trim trail is also available. At snack time, impressive behaviour and good table manners were observed which can be attributed to the effective practices being modelled by the staff. A 'family' eating arrangement at snack time makes the children aware of each other's needs. During these snack sessions it was common to see older children chatting on an equal level with younger children. A rota of children who acted as helpers was another positive aspect of these sessions and as a result, good social skills and an awareness of the importance of cooperation are developed. In these ways the children are soundly prepared for the next stage in their lives.

Very good efforts are made by staff to ensure that the children's time at the club is used to develop a range of social and other skills through a range of carefully chosen play activities. The club aims to develop the children as individuals through the range of activities available. Children relate very well to each other, despite age differences and any possible special educational needs and/or disabilities. Children have a free choice of activities to pursue and it is common to see children helping each other which help develop a sense of responsibility. This is a credit to the children and staff. Language and communication skills are developed effectively through very good use of staff discussions with both individuals and groups. The club emphasises the fact that it has a strong focus on play and through play activities it aims to promote and develop children's learning and understanding.

The success of the club and the children's reactions and overall happiness is due to the shared goals of the manager and her staff and their dedication to meeting the needs of the children. Their work ensures that parents continue to be very supportive of the club and its day to day organisation.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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

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| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| 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 | 1 |

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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