



## **South Reading After School and Holiday Club**

Inspection report for early years provision

**Unique Reference Number** EY311574  
**Inspection date** 10 April 2006  
**Inspector** Joanne Graham

**Setting Address** Whitley Park Infants School (Annex), Basingstoke Road,  
Reading, Berkshire, RG2 0JA

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**Registered person** Kennet Day Nursery  
**Type of inspection** Childcare  
**Type of care** Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

South Reading After School and Holiday Club registered in September 2005 in this building, having moved from a previous setting. The club is run by the Play Development department at Reading Borough Council. It operates from a self contained annex within Whitley Park Infants School in South Reading. A maximum of 32 children may attend the after school club and holiday club at any one time. The play club is open every weekday from 08:30 to 17:30 during the school holidays and the after school club is open every weekday from 15.00 to 18.00 during term time. There is a fully enclosed outside play area for the children to use.

There are currently 32 children on roll at the holiday club and 45 children on roll at the after school club. The club serves children mainly from the local community. The setting has provision to support children with special needs and English as an additional language, although none currently attend. The setting employs 5 staff to work during the holiday club, of whom 1 holds a level 3 qualification and 1 is working towards a level 3 childcare qualification. The setting employs 4 staff to work at the after school club, of whom 2 hold a level 3 childcare qualification, 1 holds a level 2 qualification and 1 is working towards a level 2 qualification. All staff attend 3 days in-house introduction to playwork level 2 entry level training prior to working in the setting.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The environment is clean and tidy and children receive good support to develop good personal hygiene. They wash their hands after using the toilet and before eating. Most resources available support the children's independence and promote good hygiene procedures, such as liquid soap and a warm air dryer. However, at times some of the children share a towel from the kitchen to dry their hands. Children learn about healthy eating and living as the group provides fresh fruit and discuss why this is good for you, they access frequent opportunities to play in the fresh air and participate in physical activity regularly. Children recognise their bodily needs. They access drinks when they are thirsty and tissues if they need them.

Children's allergies and dietary needs are respected and staff reinforce the importance of not sharing food with others to emphasise this. Staff ensure parents receive comprehensive literature regarding safety when providing packed lunches. This promotes children's welfare. Children benefit from regular physical activities. They enjoy the obstacle race and manage to climb, slide, run, skip and bounce balls with increasing control and speed.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a safe, well-organised environment, where staff carry out effective risk assessments and minimise potential risks. The security is very good ensuring children are unable to leave the premises without a suitable adult, and there are good procedures in place to prevent unwanted visitors gaining access. For example, staff check visitor's identity before allowing them to enter and record their stay in the visitor's book. Staff deployment is very good and guarantees children are well-supervised and safe at all times. Children learn the importance of emergency evacuations through careful discussions and benefit from other effective safety measures, such as heater and socket covers.

Children have easy and safe access to a good range of toys and resources

appropriate for their age. Staff carefully select toys and resources to ensure they are suitable for children. Staff are aware of child protection policies and understand the procedures to follow if they have any concerns. Staff have a good understanding of the signs and symptoms of abuse, supporting children's welfare effectively.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle well and become happy and secure in the setting, as staff are attentive, supportive and welcoming. They gain self-assurance and increase their self-esteem because staff offer positive praise and encouragement and present a fun and comfortable environment. Children are keen to participate in the wide range of fun, interesting and enjoyable activities and games. They particularly enjoy building a tower from paper, racing in the obstacle course and designing and then modelling an outfit made from bric-a-brac. They compete in teams, and experience the pleasure of working together and listening to others. Staff embrace children's ideas and suggestions and ensure children take a full and active part within the setting. Children confidently self-select and request specific activities, which staff support well.

Children confidently approach staff for support indicating they are building good trusting relationships. Children build on and acquire new knowledge and skills. They are becoming more adept at ball skills, such as bouncing, hitting and kicking the ball, improving their balance using the climbing frames and slide, and developing their creativity with activities such as model magic, designing an outfit and decorating eggcups. They are very proud of their achievements and happily inform their peers, staff and parents of these.

### **Helping children make a positive contribution**

The provision is good.

Children feel good about themselves and learn to show respect for others. They talk happily about their home life and things that are important to them. Staff treat children with respect and use lots of praise and encouragement to promote their self-esteem and to develop a positive self-image. They treat children as individuals and acknowledge differences and preferences. Children enjoy the planned activities provided and staff encourage their participation sensitively. This ensures children have equal opportunities to maximise their satisfaction and potential. Children increase their understanding of the diversity within the community and the wider world, through good resources and visit to local places. There are good systems in place to support children with special needs, although none currently attend.

Children benefit from sensible rules and boundaries that are consistently applied. All children help in the setting of ground rules. Behaviour management strategies are appropriate and help children understand right from wrong. Children enjoy each other's company and treat each other kindly. They learn important social skills such as sharing, turn taking and listening to each other and staff. Relationships with

parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with the enjoyment of their child's day and inform them of the day's activities. Staff communicate with parents effectively and keep them informed of trips and the general welfare of their child.

## **Organisation**

The organisation is good.

Children benefit from a well-organised environment where they feel confident, safe and have opportunities to have fun and enjoyment. Staff work well as a team and clear communication and guidance allows them to provide an enjoyable and pleasurable setting. They understand their role, responsibilities, and maintain ratios at all times. They never leave children unattended with persons not vetted and this safeguards children's welfare. Staff attend training and professional development regularly, ensuring they maintain their high standards of care to the children. Timing within the routine allows children to adapt to changes, make informed choices and to finish their games, meal and activities. However, during routine changes such as tidying away, staff do not sufficiently occupy some children and their behaviour deteriorates slightly.

Extensive written policies and procedures work well in practice and promote children's health, safety, enjoyment and ability to make a positive contribution effectively. Staff use record keeping systems well to meet children's needs. They ensure the children's arrival and departure times are accurately recorded and all mandatory documentation is available, well maintained and stored securely. This supports children's welfare effectively. The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

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. There have been no complaints made to Ofsted since the last inspection.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review hand drying procedures to reinforce good hygiene practices
- make sure children are sufficiently occupied to successfully manage their behaviour during routine changes such as tidying away.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)