

Emmbrook After School Club

Inspection report for early years provision

Unique reference number 148653
Inspection date 12/01/2011
Inspector Anne Faithfull

Setting address Emmbrook Infant School, Emmbrook Road, WOKINGHAM,
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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

Emmbrook After School Club registered in 1996. The club operates from a bungalow in the grounds of Emmbrook School in Wokingham, Berkshire. The club has sole use of the premises. Children have access to all areas of the bungalow, the garden and the school grounds. Children attend from Emmbrook Infant and Junior School and other schools in the surrounding area. The club is open from 3.15pm to 6pm Monday to Friday during term time. A breakfast club also operates during term time only from 8am to 8.45am and a holiday club from 8.30am to 6pm during the school holidays. The club is registered on the Early Years Register for 30 children in the early years age range and is also registered on the compulsory and voluntary part of the Childcare Register. The breakfast club is registered for 24 children. Older children up to the age of 11 years may also attend all of the clubs.

There are currently 70 children on roll who attend for various sessions; of these, eight children are within the early years age range. Children attend for a variety of sessions. The club has systems in place to support children with special educational needs and/or disabilities. There are seven staff working with the children on a part and full-time basis. Of these two hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and well cared for in this secure and welcoming club. Children enjoy their time there and participate in a wide range of activities that help complement their progress towards the early learning goals. Good partnerships with parents and the school ensure children's individual needs are identified, valued and reflected in the club. Most of the required documentation is in place. Staff are committed to improving their practice; they monitor the success of activities and identify areas for future improvements accurately overall, so showing a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 26/01/2011

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

- increase further children's awareness of good hygiene practices, by reviewing and improving the hand-washing procedures to encourage all children to wash their hands before eating
- improve the organisation and storage of confidential documentation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff attend regular training on safeguarding and have a secure knowledge of the procedures they should follow if they have any concerns about a child in their care. Secure recruitment, vetting and induction procedures ensure children are cared for by suitable and appropriately qualified adults. Staff complete daily visual checks to ensure areas used by the children are safe. Risk assessments have been completed to identify and minimise risks; however, the record is not signed or dated. This is a legal requirement. Most required documentation is kept suitably; however, some is not stored in a confidential manner. Children readily participate in the emergency evacuation procedure, so they are aware of the steps to take and the different exits to use. Appropriate safety procedures are in place to enable children to walk safely to the club within the grounds of the school, with staff accompanying younger children.

Good use is made of all the resources and facilities available. The rooms in the bungalow are used to create different activity areas such as for craft or technology, together with a quiet room. Children are able to access and independently select from a wide range of suitable resources available in each room. Their suggestions are sought when staff are purchasing more resources and equipment.

The majority of the staff have worked together at the club for many years and have a good knowledge of the Early Years Foundation Stage Framework. They use their experience and knowledge to provide children with a range of exciting and fun activities, experiences and outings. These take into account children's various ages, abilities and stages of development, so their particular needs are met well. Some of the staff work in the school during the day and this provides continuity of care for the children. This enables staff to be aware of the children's day and ensure activities and learning experiences are not replicated but extended using the themes currently in place at the school. Information and concerns can also be shared, if required.

Staff actively promote equality and diversity through their discussions with children and the resources and activities provided. All children are included. Their uniqueness is valued and readily recognised by each other and staff.

The majority of children attending come from the school on the same site; however, good systems are in place to liaise with staff from different schools some children attend, as required. Good relationships exist with the parents. They make many positive comments about the club's provision, including the support the staff offer to the children and their families, how much their children enjoy attending all of the clubs and how the staff team are caring, calm and kind. Good systems are in place to evaluate and monitor the clubs, for example, through questionnaires

completed by children and parents, which help develop and improve the provision. All staff are committed to attending training and to the continuous development of the clubs.

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

Children benefit as staff spend the majority of their time interacting well with them. As a result, children are happy, confident and settled. Staff know children learn and develop through their interests and play. They ensure all children participate in helping to choose the activities, resources and outings provided. There is a good balance between adult and child-led activities both inside and outside. Staff allow children to initiate their own play, stepping back to observe how their play develops and interacting when appropriate to extend their learning.

Staff complete suitable observations on the children. These are to ensure children are enjoying their time at the club and participating in a range of activities which help to promote their learning and development. Warm and caring relationships between staff and children are evident. Children comment on how the staff are like 'second parents' and how they can talk to them about any problems or concerns they may have. Children's views, comments and feedback are readily sought, listened to and acted on. For example, children are requested to provide questions they wish the staff to ask when they are interviewing for new staff members.

Children enjoy a range of creative activities such as painting, colouring and drawing. They eagerly join in with card and box games. Routines in place encourage their number skills. For example, after tea they play bingo, which is a favourite activity, and most children readily join in the game. Children participate in a range of outings and experiences that are fun, for example, visiting a soft play centre when attending the holiday club. Children experience a home-from-home environment. Staff provide experiences they might experience if at home, such as arranging for the ice-cream van to come once a week, so they can purchase an ice cream or treat.

All children are made welcome and have equal access to toys and resources regardless of their ability, gender or attendance patterns. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement. They manage behaviour well; all this helps build children's self-esteem. Children are aware of the rules in place and comment how they all have good relationships with each other. They readily show new children around and are their 'buddy' while they settle in. Secure, lasting relationships are developed. Children are encouraged to think about the lives and feelings of others. Children readily talk about the festivals they have experienced at the club, such as Diwali.

Children develop a good understanding of how to stay safe through staff teaching and gentle reminders, such as not to run indoors. They readily show visitors the fire evacuation plan on the wall and show them where the exits are, demonstrating they know what to do in emergencies.

Children are offered a choice of a freshly prepared hot or cold snack when they arrive. Snack times are relaxed, social occasions when children and staff sit together around the tables to enjoy their food and each others' company. Some health and hygiene procedures are in place; however, staff do not ensure or encourage all children to wash their hands before snack time. Children develop their physical skills well, using the school playground to play ball games, and they make good use of the other outdoor facilities. Good use is also made of the quiet room where children relax and look at books or just sit and talk to their friends. Children enjoy playing computers games, junk modelling and talking to staff about the environment, so developing skills 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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

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	3
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