

Loddon Out Of School Club

Inspection report for early years provision

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Inspector

Susan May

Setting address

Loddon Junior School, Hillside Road, Earley, Reading,
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Telephone number

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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

The Loddon Out of School Club is a committee run organisation situated in the grounds of Loddon Junior School in Earley, Berkshire and has been open since 1999. The club uses various areas around the school including the school grounds. It serves children from the school and the local community and is registered on the Early Years Register and both the compulsory and voluntary parts of the Child care Register. The out of school club consists of a breakfast club which opens from 7.45am to 8.50am, afterschool club which opens from 3.15pm to 6.00pm, Monday to Friday term time only and a holiday club which is open during the school holidays from 8.30am to 5.45pm, Monday to Friday.

The out of school club is registered to care for a maximum of 40 children from three years to under eight years at any one time, children up to the age of 11 years may also attend. There are currently 100 children on roll, all of whom attend various sessions at the breakfast, afterschool and holiday club. The setting is able to support children with special educational needs and/or disabilities and children who speak English as a second language. The out of school club employs seven staff, three of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet the welfare, learning and development needs of children in the Early Years Foundation Stage and keep children safe, happy, included and active. Policies in place cover most aspects of children's well-being; however, they are in breach of the welfare requirements as they do not have in place all of the required welfare procedures. Parents receive information about the out of school club's activities and are kept informed of their children's progress. Partnerships with the school are established. Documentation relating to childcare including risk assessments helps keep children safe, with a healthy lifestyle promoted in most areas. Staff have ongoing discussions about the services offered and undertake some further training to provide the club with a satisfactory capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- include in the safeguarding policy a procedure to be followed if allegations are made against a member of staff and a procedure to be followed in the event of a child going missing

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

- develop the staff appraisal system to enable staff to highlight future training to improve the quality of the provision for all children
- further promote independence skills; particularly at snack time and provide clear role models at meal times of appropriate eating habits.

The effectiveness of leadership and management of the early years provision

The out of school care is organised appropriately by staff following routines that effectively help children feel safe and secure in the school setting in which the club is based. Some of the staff work in the school during the day and this provides continuity of care for the children. Good relationships are built with staff and children move around confidently, selecting what they want to play with from a good range of age appropriate resources available throughout the club both indoors and outside. Each child is valued as an individual and their families and circumstances respected, with information shared between parents and others involved in the children's care to ensure their needs are met. Staff know the children well, working as a team to offer support to the children when necessary. Safeguarding procedures are secure and staff demonstrate through discussion that they are aware of procedures to follow if they have any concerns about the children in their care. Recruitment procedures are robust and all the required checks on staff have been carried out. Risk assessments and written policies to protect children are in place, however, these do not include procedures to be followed if an allegation of abuse is made against a member of staff or a child is lost. This is in breach of the welfare requirements. Parents complete comprehensive child detail forms and provide all the required parental written consents, this information is stored securely and staff are fully aware of maintaining confidentiality at all times.

The out of school club receives information about training from the local authority, and undertake some in house training with the school, however, staff do not currently participate in an effective annual appraisal system to help them identify any future training needs that would benefit all children. Staff discuss the service they offer to children taking into consideration some input from parents and children, they identify their strength in providing a well-resourced and established environment where children have opportunities to make progress in their learning, and recognise areas where further development will improve the quality of care and as a result, there is an ongoing commitment to maintaining improvement. Parents benefit from verbal feedback, express their confidence in the staff and comment on how happy and well their children are settled in the club. Good links are built with staff at the schools the out of school club serves, with information sharing taking part on a daily basis.

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

The familiarity of the school setting and the warm and caring relationship the children build with the staff help children feel relaxed and secure in the environment. Children self select what resources they engage in and are consulted about what activities they would like to be included in the planning. The satisfactory understanding of the six areas of learning by staff, activities and the availability of resources help children successfully initiate their own learning as they play. Basic observations are kept that provide some information regarding children's development. Regular opportunities for physical exercise outdoors contribute towards children adopting healthy lifestyles as children access a wide range of school equipment in the playground and can run and move around freely on the school field. Children begin to find out about how their bodies work as they recognise the need to put coats on to keep warm when going outside on a chilly day. Children begin to learn about good hygiene as staff remind them to wash their hands before snack and lunch and after a messy activity. Children may help themselves to drinks throughout the session. However, independence is not consistently promoted as staff prepare drinks in advance at snack time and on occasion staff do not provide clear role models of good eating habits at meal times.

Children enjoy their play; they happily sit with puzzles, construction and art and craft activities and talk about what they are doing with staff and each other. Children have opportunities to mark make as they draw, use the chalkboard and have regular arts and craft sessions. Children explore their creativity and understanding of the world in which they live as they access small world play resources and role-play materials. Displays and artwork around the room celebrate the children's achievements and foster a sense of belonging. Children begin to develop an understanding of community and meet a wider range of children as they make visits to the park to play in a different environment and meet with other children from the schools the holiday club serves. Children have access to books which they self select and look at as they sit comfortably alone or with friends. Children are also able to access a quiet area if they feel tired.

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 providing support, praise and encouragement. Children behave well; they have good relationships with each other and the staff. They show respect for each other and the environment, for example, older children help younger children as they make Easter decorations. Children play with each other companionably and are confident to make their requests known to the staff. Children are beginning to develop an awareness of diversity and of the needs of others as the staff recognise the value of finding out about children's families, other cultures and celebrating the events important to them to build self esteem and create an inclusive environment. Children enjoy playing computers games; role-play, construction and table top games. Staff promote future skills as they encourage children to think about the environment, for example, taking responsibility for keeping the vegetable plots watered during

the school holidays.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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