

# Sonning C of E Out of School Club

Inspection report for early years provision

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**Unique reference number** 159680  
**Inspection date** 17/05/2011  
**Inspector** Diane Wilkinson

**Setting address** Sonning C of E Primary School, Liguge Way, Sonning-on-Thames, Reading, Berkshire, RG4 6XF  
**Telephone number** 07876 378559  
**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

Sonning C of E Out of School Club was registered in 2001. It is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The club consists of a breakfast and after school club which operate each weekday during term time only. It may care for no more than 24 children from four years to under eight years at any one time. Children between eight and 11 years also attend the club and the total number who can attend each session is 32. There are currently 34 children aged from four to under eight years on roll and 31 children aged from eight to 11 years. Most children attend Sonning C of E Primary School. The majority of children are of White British Heritage and none speak English as an additional language. Currently there are no children with special educational needs and/or disabilities on roll although the club is able to support children with special needs. The after school club operates from the hall at Sonning Church of England Primary School in Sonning on Thames, Berkshire from 3.15pm to 6pm. The club also has use of the school kitchen and toilets, playgrounds, ball games area and playing field. The breakfast club operates from a guide and scout hall adjacent to the school grounds which also provides kitchen and toilet facilities and a fenced play area. This runs from 7.40am to 8.45am. The club employs five members of staff. Of these, four hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club makes satisfactory provision to meet children's needs. Children are provided with a range of activities and play opportunities that they enjoy. However, planning for the Early Years Foundation Stage lacks sufficient detail to ensure that children build on and extend their skills and knowledge across all areas of learning. Good attention is paid to children's welfare including through robust safeguarding arrangements. Accurate self evaluation means the setting has a secure understanding of where it needs to improve. Recommendations made at the last inspection have been fully addressed, demonstrating a satisfactory capacity to improve further.

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

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

- ensure that planning is sufficiently detailed to guide staff in providing activities that encourage children to build on and extend their skills and knowledge across all areas of learning.
- provide more opportunities for children to make a contribution to day-to-day club activities.
- extend staff knowledge of the Early Years Foundation Stage in order to enhance their effectiveness in planning for and supporting children's learning.

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

Children's welfare is given high priority. Comprehensive and effective arrangements for the safeguarding of children are in place, with staff well trained, for example, in child protection and behaviour management. All important policies and procedures are up to date and regularly reviewed. Children are supervised well and learn to be safety conscious.

Staff are suitably skilled and deployed to support the learning and development of children in the Early Years Foundation Stage. The accommodation and learning resources shared with the school are of good quality and support learning well. The committee is very effective at fund raising to provide effective learning resources. The outdoor accommodation is very good and used well to support learning in fine weather. The indoor accommodation, although well organized, is relatively small which limits the space available for some activities. A thorough review of provision by the committee and staff, together with regular consultation of parents and carers and children provides a clear picture of strengths and weaknesses. Staff are well trained in the care of children and there is a clear acknowledgement that their knowledge of how to provide learning for the Early Years Foundation Stage is an area for development. Good liaison with the primary school and the local out-of-school club partnership has helped enhance this aspect although the lack of local courses available to staff has limited the extent to which they can improve their skills.

Partnerships with other schools and agencies and the engagement with parents and carers are strengths. Close liaison with reception staff ensures that the club's assessments of progress make a positive contribution to children's Foundation Stage Profiles. Links with local agencies like the fire services help keep children safe. Parents and carers are unanimous in their praise for the club. They are very well informed through the school web site and informal liaison with staff, and have appropriate opportunities to engage in their children's learning.

Staff know children well and regularly consult them as to the activities they would like to take part in. All children are included well, with staff interacting effectively with children during activities to help them learn new things. This supports their learning despite the lack of detailed advice on planning for development. Staff are well trained in supporting children with specific needs and address those of the most vulnerable well. Diversity is celebrated so that no child is discriminated against and all play very happily together. A strong feature is the action taken to discourage stereotypes so that children show a complete lack of gender bias in the activities they choose, for example in games or role play. As a result, they are well aware of the broad range of opportunities on offer for their future.

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

Relationships throughout the club are very good. Children enjoy coming and are made to feel very welcome by the older children. The latter are very good role models and help younger children to take part in activities and make them very much part of a team. Planning relates well to children's interests so they are enthusiastic about activities. A good range is on offer, but planning is not linked closely enough to the Early Years Foundation Stage so activities do not always extend children's learning and development.

Staff have a satisfactory knowledge of the Early Years Foundation Stage framework and this helps ensure that the requirements for children's learning and development are met. There are secure opportunities for children to gain important skills. For example, many opportunities for discussion with adults and other children enhances language development, Numeracy skills are developed securely, for example, through games, such as 'Bingo' and helping to manage the money at the bring and buy sale. Children enjoy the many art and craft activities on offer by enthusiastically joining in creative-card making which helps develop their manipulative skills. Children learn about the wider world through visitors who help them find out about Indian dancing and the work of guide dogs for the blind. Their involvement in fund raising for various charities helps them contribute to the wider community. Good liaison with the local primary school ensures observational assessments made by club staff contribute to the record of children's development.

Children's safety and welfare is promoted well. There are a wealth of opportunities for physical activity, especially in the outdoor accommodation where children enthusiastically use the trim trail and games area. A good choice of snacks is provided so that children are keen to eat and drink healthily. Regular discussions about safety rules and children's consideration for others helps keep them safe and recognize how to avoid hazardous situations. Children develop independence and a good capacity for working with others. Staff take good account of children's views and children develop responsibility through helping devise the club rules and making decisions about new resources or the snacks provided. However, their contribution to the day-to-day running is fairly limited, for example, to tidying away resources. Children's enthusiasm for taking on responsibility indicates that they could contribute more, such as by helping to prepare and serve their snacks.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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