

# Cox Green After School Club

Inspection report for early years provision

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**Unique reference number** EY433552  
**Inspection date** 19/01/2012  
**Inspector** Mandy Gannon

**Setting address** Wessex Primary School, St. Adrians Close, MAIDENHEAD,  
Berkshire, SL6 3AT

**Telephone number** 07949 036096

**Email**

**Type of setting** Childcare - Non-Domestic

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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

Cox Green After School Club operates from Wessex Primary School in Maidenhead. The setting uses the lower school hall, adjacent extended services room, library/quiet area and extensive enclosed outside areas. Toilet facilities are directly off of the play areas. The setting is open from 3.15pm to 6pm Monday - Friday, term time only. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is registered to care for a maximum of 50 children under 8, of these not more than 20 may be in the early years age group. There are currently four members of staff and a volunteer. The after school club manager has a level six qualification in early years, one member of staff has a level three qualification, and another is almost completed her level three qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, settled and safe and are warmly welcomed by the staff who value them. Children make satisfactory progress in their learning and development, although systems for making observations and assessments are not fully developed. A key person system is not in place and full risk assessments have not been completed, which are breaches of specific legal requirements. Partnerships with parents are sound, although those with other providers are not fully established. The setting has started to evaluate the provision although this has not identified key areas of weaknesses. Staff demonstrate a satisfactory capacity to make continuous improvement as they make further developments to improve outcomes for children.

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

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

- conduct a risk assessment and review it regularly at least once a year or more frequently where the needs arises (Suitable premises, environment and equipments)(also applies to both parts of the Childcare Register) 02/02/2012
- assign a key person to each child (Organisation ). 02/02/2012

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

- develop the setting's wider partnership and regular two-way flow of

information with other providers.

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

Arrangements for safeguarding children are good as the staff have an accurate understanding of child protection issues. Effective policies and procedures are in place to promote children's welfare. Children's safety is promoted as well organised documents are in place, which include accident, incident and existing injury records. Staff accurately record visitors to the premises and maintain a register detailing the times of arrival and departure of each child to the setting. The environment is safe and the staff complete daily checks to minimise potential hazards. Fire detection equipment and electrical equipment is tested and children successfully undertake evacuation procedures which are recorded in a fire log book. Staff are vigilant as they escort children on the "walking bus" from a nearby neighbouring school. Children and staff wear high visibility jackets and children sensibly walk in pairs in order to remain safe. However, risk assessments have not yet been undertaken for the premises.

Children make some choices and decisions from a suitable range of toys and resources that are mostly put out by the staff, although children confidently ask for toys they want to play with. Staff are motivated and have a clear understanding of their strengths and identify a few of their areas for further improvement and development. Self-evaluation has overlooked some key weaknesses for improvement. Staff have enrolled on further training in order to develop their skills and knowledge. Staff issue parental questionnaires and children are consulted to take into account their views and ideas to improve the setting. Children are making satisfactory progress. A key person has not been appointed and observations and assessments are not sufficiently in place in order to fully plan the next steps in children's learning to ensure they are effectively challenged.

Equality and diversity is sufficiently promoted in the setting. Children develop some understanding of the wider world, other cultures and festivals. For example, they learn about Chinese New Year as they participate in activities and taste authentic food. Outcomes for individual children are improving and adults are taking steps to close the achievement gap. Parents talk positively about the setting where regular exchanges of information support children's care and well-being. The staff have initiated links with some other providers and continue to develop this area in order to fully support children's achievements and well-being.

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

Children are at ease in the setting and show an interest in their surroundings. They make some choices and decisions as they select from the toys available, although some confidently ask for alternatives or additional resources. Children are interested in the activities available. For example, they enjoy playing in the role

play area as they take care of the babies, take them for a walk in the buggies or make a sling out of material to carry their baby in. Children take turns when playing electronic games and recognise whose turn it is next, waiting patiently. Children enjoy mark making which they freely access. They build with construction resources and proudly show what they have built to staff who show interest, offering praise and encouragement. Staff are developing their understanding of each child, although a key person is yet to be appointed and observational assessments are not fully in place to effectively inform planning. Overall, children develop suitable skills for their future learning.

Children benefit from the promotion of physical exercise which contributes to a healthy lifestyle. For example, children walk to the club, effectively use the outside area around the school, including the playground, climbing area and field. The setting encourages children to participate in physical after school activities and makes arrangements to collect them at a later time; as they attend football, netball and zumba classes. Children are provided with healthy, nutritious snacks and freely access drinks when they are thirsty. Successful hygiene practices and good standards of hygiene are followed in order to minimise the spread of infection, and children consistently follow these. Staff have an accurate understanding of dietary requirements. Children feel safe and secure through well established routines and the positive interaction of the staff. Children have an accurate understanding of staying safe which is demonstrated through their play.

Children build good relationships with the staff and one another. Children behave well and relate well to one another, showing care and consideration. They collaborate and cooperate well with one another, and at times younger children confidently lead activities with older children. Children have an accurate understanding of expected behaviour and are sensitively supported. Children's confidence and self-esteem are promoted through praise and encouragement in a setting where staff act as calm, consistent role models.

## 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	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years Register (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 02/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Suitability and safety of premises and equipment) 02/02/2012