

Loddon Out Of School Club

Loddon Junior School, Hillside Road, Earley, Reading, Berkshire, RG6 7LP

Inspection date

24/04/2013

Previous inspection date

13/04/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff work well together as a team ensuring children's care, learning and development needs are met well.
- Children enjoy a wide range of activities and have fun at the after school club. They have a warm bond with staff and other children attending; consequently, they are very happy and content.
- Children are well behaved. Their views, requests and ideas are valued, which helps boost their positive self-esteem.
- Staff have good relationships with parents and teachers at the school. They all work extremely well together to meet children's needs.

It is not yet outstanding because

- Staff do not consistently provide children with opportunities to be independent.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main room and outside areas
- The inspector looked at a selection of relevant policies and procedures and children's records.
- The inspector completed a joint observation with the manager and chairperson of the club in both the inside and outside areas.
- The inspector took account of the views of parents and children spoken to on the day and replies from completed parental questionnaires.

Inspector

Anne Faithfull

Full Report

Information about 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 registered in 1999. The club is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register and children up to the age of 11 years may attend. The club uses various areas around the school including the school grounds. It serves children from the school and the local community.

The out of school club consists of a breakfast club which opens from 7.45am to 8.50am, after school club which opens from 3.15pm to 6pm, 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. There are currently 75 children on roll, all of whom attend various sessions at the breakfast, after school and holiday club. The setting is able to support children with special educational needs and/or disabilities. There are nine members of staff employed to work with the children, of these four hold relevant childcare qualifications to level two or three. Two staff are currently undertaking appropriate childcare qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase younger children's opportunities to be independent at snack time by, for example, enabling them to make their own sandwiches.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children arrive at the club room full of excitement at the end of their school day. They eagerly tell the staff what they have been doing at school and enjoy talking and meeting up with their friends. The dedicated staff team work very well together and follow a routine that meets children's individual needs. They are skilled at creating an environment that is fun and stimulating. Therefore, children benefit from a wide range of exiting and engaging activities, which support their learning at school. Each child in the early years age range has a key person. They are responsible for helping them to settle in and for monitoring their progress. This highly effective system means that children's individual needs are known so staff can support them. Each early years child has a 'special book' which includes photographs of them at play and records the progress they make in their learning. These are shared with parents so they are aware of the progress their child has made. They are given to the child when they leave as a memento to remind them of how

they spent their time at the club and progress they have made in their learning.

Staff consistently consult with children so that they play an active role in the choices of resources, events and activities. Children are involved and concentrate well on their chosen activities. They use a wide range of freely accessible resources to pursue their own interests as well as the planned activities provided. Children are very keen to go out and play after a structured day at school. They readily play outside on a range of equipment or just run in the fresh air. This helps to promote their physical development. Children's communication and language is promoted well in the club. Children and staff talk together throughout the session. Staff carefully listen to children, encouraging them to share their thoughts on their school day and express their views. The informal group time enables children to talk about favorite items or what has happened in school that day. For example, a child brought in and talked about some drumsticks they had bought from Barcelona. Other children show their delight when they tell the children they are the 'star of the week' in school. Children continue to develop their independence and self-care skills well in most activities and routines. However, during snack time, due to the height of the serving bench in the food preparation area, younger children are unable to make their own sandwiches as they cannot reach.

Children develop their knowledge and understanding of the natural world and pride in their surroundings. For example, they readily plant and look after the flowers in the school entrance. This also gives them a sense of belonging and pride in their surroundings. Children readily participate in a range of art and craft activities, which help to develop their creativity and imagination. For instance, they design and make their own butterfly as part of the bugs and butterflies theme in place. They use a range of different materials and talk to staff about the butterflies. The 'making board' enable children to display their art work giving them a sense of achievement and belonging. Hand printing is a favorite activity of the children's. Displays around the room show large hedgehogs and colorful rainbows which children have created with their handprints. Children are encouraged to write their names on their artwork and this also promotes their literacy skills. Children access a wide range of technology such as, tablets and electronic reading books. These skills help children to prepare for their future learning and develop their confidence in using the latest technology resources.

The contribution of the early years provision to the well-being of children

Children are happy, content and safe at the after school club. They have warm relationships with the staff who look after them. Children are very familiar with their surroundings and routines and therefore demonstrate a sense of self awareness and confidence. Children are aware of their own safety and safety procedures in place. Staff count the children when moving from one area to another and children know that they have to line up quietly whilst the counting takes place. This helps them learn the importance of following rules to keep themselves safe. Children regularly practice the fire drill, which further helps them to understand of what to do in the event of an emergency to keep themselves safe.

Children make good progress in their physical development. They benefit from daily fresh air and exercise and enjoy choosing from an excellent variety of outdoor activities. They enjoy physical play in the playground and school grounds using a variety of equipment to support their skills. They have great fun climbing through the lower branches of the fir trees, playing ball games and ride on the specially designed skateboard bikes. These activities help them to develop their balance, climbing and co-ordination skills.

Staff encourage children to be independent. Children make choices about what activities and resources they wish to have out each session and they choose which outside resources to get out from the outdoor sheds. This helps children to contribute to the running of the club as they develop highly useful skills and creates a very positive atmosphere. Staff show a keen interest in what children have to say about their day at school. Consequently, children feel valued and confidently share their thoughts, ideas and experiences. Children behave well and have input into the house rules for the club. They are polite and considerate of each other, with staff providing good role models for manners and relationships. They take turns and cooperate well in their activities. They immediately say hello to visitors and older children readily help the younger children. For example, by helping children to build a boat out of construction bricks.

Children enjoy healthy and nutritious snacks that promote their good health. Snack times are sociable occasions where children talk about a variety of topics that are of interest to them. For example, talking about their teeth and what happens when they fall out. Children are aware of the hygiene procedures in place such as washing their hands before snack. They readily explain to the inspector many reasons why you have to wash your hands. For example, that if you do not wash your hands then the germs from your hands will be on your food and you will eat them and be ill.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children and their happiness come first. The chairperson and staff have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. The experienced staff team have a secure knowledge of how children learn through play and provide a broad range of activities that support their early learning skills.

Children's safety is given high priority. The robust recruitment and vetting procedures put in place by the committee ensure all staff who work with the children is suitable to do so. Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns about a child. Parents are made aware of the responsibility of the staff to protect all children in their care. The visitors' book and secure procedures in place regarding parents picking their children up from the club further ensure the children's safety. Effective risk assessments are in place to identify and minimise risk to children at the club and on outings, along with daily checks for all areas

used. This helps to ensure a safe environment.

Staff at the club develop secure relationships with parents. They talk to the parents when they collect their child and share useful information. Parents receive regular newsletters and a copy of the policies and procedures if required. The club website enables informs parents about the club and any events taking place. Parents can also use the website to make electronic booking for the holiday club if required. Parents speak very positively about the club. They state how fantastic the club is, they appreciate the range of activities provided and the caring staff. Parents also comment on how happy their children are coming to the club and that at times their children do not wish to go home. Children speak enthusiastically about what they like about the club such as activities, games and food provided. Staff have strong partnerships with the teachers and head of the school where they are based. These partnerships ensure that children's individual needs are met and that their continuous development is thoroughly supported. Some staff working with the younger children in the Foundation year also work in the after school club. This provides continuity of their care and learning and helps the children to settle into the club.

The effective staff appraisal and performance management systems put in place by the chairperson ensures all staff receive relevant training and support. Effective self-evaluation systems, which include the views of staff, parents and children are in place. This helps the chairperson and committee identify and prioritise areas for further improvement to ensure the continuous development of the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	148663
Local authority	Wokingham
Inspection number	814147
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	75
Name of provider	Loddon Out of School Club Committee
Date of previous inspection	13/04/2011
Telephone number	07968 278584

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

