

# Energy Kidz After School Club

St. Pauls C of E Junior School, Oxford Road, WOKINGHAM, Berkshire, RG41 2YJ

## Inspection date

Previous inspection date

05/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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 interact sensitively with children, engaging them in lively conversation and supporting their learning and development.
- The setting provides children with a good range of activities indoors and outside, with an emphasis on having fun and relaxing after school. There is a strong focus on physical activity.
- The children demonstrate that they have a good understanding of the setting's safety procedures.
- The management team have clear systems in place for self-evaluation, which include the views of staff, parents and children, to ensure targets for future development are identified and continuous improvements made.

### It is not yet outstanding because

- Children do not have sufficient opportunity to be independent at meal times and take on responsibility about what or when they want to eat.
- The environment is not laid out to provide children with opportunities to play or sit quietly in areas specifically set out for the purpose.

## 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 talked with the provider and members of staff.
- The inspector collected the views of a representative number of parents.
- The inspector sampled the club's regulatory paperwork.
- The manager and inspector observed children at play.

## Inspector

Susan May

## Full Report

### Information about the setting

Energy Kidz After School Club at St Pauls C of E Junior School registered in 2012. It is privately owned and operates from St Pauls Junior School in Wokingham, Berkshire. The after school club is open each day during term time from 3.30pm to 6pm. They offer a holiday club during each school holiday and half term breaks. The holiday club is to open each week day from 10am to 4pm and offers an extended day from 8am until 6pm. Children using Energy Kidz After School Club facilities have use of the school hall, library and one classroom. Children have access to outdoor facilities that includes playing fields and playgrounds. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 140 children under the age of 11 on roll; of these, 24 are in the early years age range. There are eight members of staff who work with the children, five of whom hold recognised child care and playwork qualifications.

### What the setting needs to do to improve further

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

- consider ways to provide children with more opportunities to be independent and take on responsibility at meal times.
  
- consider the way in which the environment is set out to provide children with inviting areas they can use as a base for their play and quiet times.

### Inspection judgements

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

The after school club effectively meets children's needs. Children are eager to attend the club, greet staff and each other happily, and have good opportunities to relax after their day in school. Learning and play is flexible and initiated by the children as they confidently choose their own resources and activities and decide whether they will stay indoors or go outside. Staff are friendly and enthusiastic and join in the children's activities, encouraging them to enjoy themselves. Staff liaise closely with the children's schools and their parents so that children's needs are well known.

Staff are fully aware of the needs of the youngest children and are on hand to support them as they talk about what they are doing. They recognise their stage of development and help them to extend their skills and learning as they join in with their play. For

example, children play at 'schools', writing numbers and simple sums on a whiteboard with staff on hand to assist. Children have supervised access to the school library and take pleasure in listening to stories to help develop their enjoyment in books. Children develop future skills as they competently use the computer with an appropriate range of software and enjoy using a range of arts and crafts materials to develop their creativity. Staff chat with children while they sit at activities, encouraging developing vocabulary and communication skills. This helps children who are new to the setting feel a sense of belonging that helps build their confidence and self-esteem. Consequently, children develop good social skills enabling them to move forward in their learning at school. Outside, children enjoy team games. This promotes their physical development as they run around and additionally their understanding of working together and taking turns.

Each child has their own progress record, where staff record observations and details of their key child's interests and developmental needs. Staff consider the outcomes of each day's activities and link their evaluations to children's individual learning needs. This is overseen by a member of staff who is experienced in implementing the Early Years Foundation Stage, to ensure the children's next steps in learning are fully supported.

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

Children's personal, social and emotional development is a strength of the setting. Relationships between staff and children are very positive. Staff manage behaviour well, setting firm but fair boundaries to help children understand about right and wrong. These effective practices help children to feel welcome and secure. A key person is allocated to each child to ensure they have at least one adult they can fully relate to. Children begin to learn about keeping themselves safe. For example, they follow fire evacuation procedures promptly. Children of all ages mix and play well together, and follow routines with confidence. Consequently, children develop good personal and social skills. Children listen to each other attentively and respond positively to staff requests and guidance. For example, they willingly help tidy away toys before tea. Children move around freely in the play spaces available to them and choose what they wish to play with from the resources room. This provides them with access to a wide range of age-appropriate activities that reflect their interests. However, the main room is not set out to provide inviting areas where children can base their play or sit quietly after the school day.

Children lead a healthy lifestyle as they engage in lots of physical play activities in the fresh air to promote their good health and well-being. They begin to understand about their bodies as they know they need drinks after exercise and need to wash their hands before mealtimes. Staff know children's individual preferences and dietary needs well. Staff encourage children to look after themselves and take care of their own needs to gain good self-care skills. However, children do not always benefit from opportunities to be independent at mealtimes and take on responsibility about when or what they want to eat. For example, staff prepare tea and serve it without the assistance of children. To promote good future eating habits, children sit together with their friends and chat socially although, as tables are set out in one long line, this is a formal arrangement.

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

Leadership and management of the provision are good. The manager is new to the setting and is well supported by the operations manager and provider. Staff are beginning to gel as a team and through their knowledge of the Early Years Foundation Stage and associated guidance, they have a good understanding of how children learn. Good levels of care by staff create a safe and secure environment. Children play in a safe environment as staff follow risk assessments that identify hazards and minimize risks. Visual checks are ongoing. A good range of written policies is in place and shared with parents, which includes safeguarding information. Staff knowledge and understanding of their responsibilities relating to child protection is clear. They know the procedures to follow in the event of any concerns.

The provider and senior management ensure that all staff are appropriately qualified and understand their role and responsibilities with clear vetting and induction programmes followed. Persons who do not have appropriate checks are never left alone with the children. A staff appraisal system is in place to identify the club and staff training needs. Regular training is offered to staff from a variety of sources including the local authority. This demonstrates a commitment to maintain and improve standards of care and education that will benefit the children.

Staff demonstrate a good understanding of children's skills and abilities. Planning takes note of individual children's needs and staff provide activities they are interested in. The manager and staff hold regular staff meetings that include discussions on how they would like to see the practice moving forward. Views and suggestions of parents are requested. An action plan is in place that outlines the settings strengths and weaknesses and how improvements can be made. The club works well with the schools it serves and continues to build links and exchange information about the children with their teachers. Staff pass any information on to parents during their daily verbal exchanges. Parents report that they are happy with the setting. They comment favourably on the organisation and communication, the positive attitudes of the staff and confidence that their children are in a safe and secure environment. They praise the friendly atmosphere and are pleased that their children have opportunities to try a range of activities.

### 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY453450                 |
| <b>Local authority</b>             | Wokingham                |
| <b>Inspection number</b>           | 894444                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 4 - 8                    |
| <b>Total number of places</b>      | 60                       |
| <b>Number of children on roll</b>  | 140                      |
| <b>Name of provider</b>            | Energy Kidz Ltd          |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 08455194470              |

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## 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.



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