

Burghfield Oaks After School Club

St. Marys Primary School, Theale Road, Burghfield, READING, RG30 3TX

Inspection date

03/07/2013

Previous inspection date

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

- Children are comfortable and relaxed in the friendly after school club. They are developing secure relationships with staff, who motivate and support the children to initiate their own play. This enables them to develop their imagination and enjoy the fun of discovery.
- Children develop secure friendships because staff teach them to be kind to each other and to treat each other with respect. This prepares them well for the larger social environment in school.
- Children's learning is well supported. In particular, children enjoy lots of opportunities to explore the outdoor play environment where they are encouraged to move around confidently and safely, which develops their physical skills.
- Children's safety and welfare is effectively considered with robust procedures in place and the vigilance of staff, ensures they are implemented effectively.

It is not yet outstanding because

- Communication between staff and other providers, such as school teachers, is not fully focused on each individual child's learning needs in order to fully complement the learning children receive at school.

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 made several observations of activities in all areas of the school used by the children on the day of inspection.
- The inspector spoke with the head teacher of the school, the play leader, the administrative assistant, several parents and members of staff.
- The inspector looked at children's learning journeys, a sample of planning documentation, a selection of children's records and the clubs policies and procedures.
- The inspector checked evidence of recruitment, suitability and qualifications of staff working with children.

Inspector

Melissa Cox

Full Report

Information about the setting

Burghfield Oaks After School Club registered in 2013. It is one of three after school clubs in the local surrounding areas managed by a committee. It is based in St Marys School in Burghfield, West Berkshire and offers after school care for children who attend the school. The club is open Monday to Friday from 3.15pm to 6.15pm during term time only. Children can attend for a variety of sessions. Children have access to the main hall and some of the school facilities, including the enclosed outdoor play area. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently four staff who work with the children and the club employs and administrative assistant to manage the documentation across the clubs.

What the setting needs to do to improve further

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

- work more closely in partnership with the other settings children attend, to help identify each individual child's learning needs and plan to complement and enhance the learning children receive in settings in which they spend more time, such as school.

Inspection judgements

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

Children are confident and happy in the welcoming after school club where they know the routine and staff well. They are provided with a stimulating indoor and outdoor environment that encourages them to play and explore and to develop their own ideas. Staff recognise that children have had a busy day at school and enable children to choose to be active or to rest and to play indoors or outdoors.

A well-organised balance of child-led and adult-led play is highly effective in promoting children's learning and development across all areas of learning. Staff are confident in using the assessment system to track, record and monitor children's development. They obtain initial information about children's starting points from parents during the registration and settling in process. Staff build on these using their own observations over time to accurately assess where children are in their development, and share this information with parents. Staff use their knowledge to plan activities and play experiences to support children in making progress, reflecting individual learning styles and interests.

Children have good opportunities to develop skills for future learning as they access

reading books and writing materials, and use everyday technology in their play. Staff skilfully support children and allow them time to make their own choices and to be independent. For example, staff let children choose what they want to play with and support them with a range of arts and crafts or construction activities. A group of children choose to create their own dance routine and confidently use language to communicate their ideas and feelings. They organise their dance activity, inviting others in the group to join in. Children's communication and language is supported well through purposeful play and interactions. Children have daily opportunities to initiate conversation and take account of what others say. For example, circle time, story sessions and discussions during play are extremely successful in encouraging children to speak about their ideas and thoughts. Staff place a clear emphasis on promoting new ideas, concepts and vocabulary during activities and ask challenging and open-ended questions to make children think. Children build firm foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in making marks both indoors and outdoors.

Friendly relationships are in place between parents and staff. Parents say that they are very happy with the provision and feel it provides their children a friendly, safe place to play at the end of a busy school day. Many comment that their children are able to enjoy after school sports activities and then come to the group, which means they do not miss out on school activities to come to the club. Staff ensure parents are adequately involved in their children's learning. They talk to parents about what their children have been doing while at the club and at home and discuss the things that children enjoy in their day. Staff also gather the views of children in the group and ensure that they use the information to good effect by planning activities and providing resources for children linked to their interests. This ensures children are always motivated and involved in their play.

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

Children receive a warm welcome from staff as they arrive from their different classes at the end of their school day. This ensures they experience a smooth transition from school into the club and all children settle with ease into the routine. Children develop relaxed and respectful relationships with staff and enjoy time to talk to them and their friends at the beginning of the session. For example, the group sing happy birthday to one child during group register time at the beginning of the session. This helps children settle well and feel part of an established and welcoming group. All staff are aware of the importance of meeting the needs of younger children within a large group of different aged children. Therefore, a key person with particular knowledge of early years has been assigned to monitor and support those children in this age range. Good levels of information are gathered from parents when children first start to help ease the transition between home and the club. As a result, children are developing strong relationships with familiar adults and they show that feel safe and secure in their club.

The environment and good quality resources, both indoors and outdoors, provide a safe place where children can independently explore, investigate and have fun. All children benefit from the access to fresh air and the outdoor environment, which contributes to

their health and well-being. The outdoor area offers a range of experiences and children enjoy exploring the musical instruments in the sensory garden or engage in after school sports activities. Children develop their physical skills as they confidently run around playing chasing games, negotiating the space and avoiding obstacles successfully. Staff engage with children during this time and use the opportunity to stimulate their interests by suggesting new activities.

Children know how staff expect them to behave in the club and respond appropriately. Staff are very good role models. They work together effectively as a team, are polite to each other and demonstrate good manners. Therefore, children form secure peer relationships based on mutual respect. They are well-behaved because clear boundaries and rules are established and supported by simple age-appropriate explanations and guidance. Children are supported by staff to manage risks safely. For example, when asked by staff, children calmly line up by the door when moving from one area to another. They co-operate happily with staff, which fosters a culture of respect and encourages children to consider the needs of others.

Children's good health and self-care is securely embedded as they attend to their personal needs. Children show a comprehensive understanding of making healthy choices and an understanding of the benefits of exercise as they discuss the importance of hand washing and healthy foods. Drinks are available at all times and staff reinforce children's understanding of the importance of a healthy diet, as they choose from an abundance of healthy snacks.

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

The play leader has a thorough knowledge of her responsibilities under the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements and children are suitably safeguarded in the after school club. All staff have a sound understanding of their roles and responsibilities for protecting children from possible harm or neglect and how to pass on concerns appropriately. The provider and play leader have completed training in this area to develop their knowledge so it is up to date and they are able to support staff should a concern arise. There are clear policies and procedures in place, which are shared and understood by all staff and parents. Effective recruitment and induction procedures ensure staff are suitable to work with the children

Staff complete daily safety checks of the premises and keep written risk assessments to ensure all hazards are identified. These are regularly reviewed as changes occur, for example, during recent building work at the school. When moving from one area to another, all reasonable steps are taken to ensure children's safety by, for example, closing doors and providing appropriate supervision. Appropriate action is taken if hazards are identified ensuring that children are kept safe and accidents are kept to a minimum.

Staff demonstrate a good understanding of how children learn and develop. Staff provide children with an interesting educational programme and an appropriate range of learning

experiences, which include children's ideas and interests. This ensures children are motivated and enjoy their time in the club. However, staff are not yet working in close partnership with all other providers, such as school teachers from the host school the children attend, to discuss children's learning needs in order to complement their learning achieved at school.

The staff team are enthusiastic and enjoy their work. They share strong bonds and caring interaction with children, providing constant reassurance and encouragement. A culture of mutual support is being developed by staff attending meetings and sharing their views with regards to their practice in order to identify their training needs. Since registration, staff have worked hard to develop a positive partnership with the host school and to improve the organisation within the club. The club receives support from the local authority, and have reflected on their practice to identify the club's strengths and areas for improvement. As part of the club's self-evaluation, both the children's and parents views have been sought through verbal conversations and by completing questionnaires. As a result, parents demonstrate their satisfaction with the service provided. This results in children being interested and engaged in their play and learning.

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	EY455329
Local authority	West Berkshire (Newbury)
Inspection number	901571
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	18
Name of provider	The Oaks Group Committee
Date of previous inspection	not applicable
Telephone number	01189836387

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

