

Polehampton ASC

Polehampton CE Junior School, Kibblewhite Crescent, Twyford, READING, RG10 9AX

Inspection date

Previous inspection date

03/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- Staff are attentive and caring towards the children. This enables children to form positive confident relationships with them and their playmates.
- The after school club provides children with a happy safe environment where they safely play indoors and outdoors using their energy and developing their physical abilities and independence.
- Staff provide children with a variety of healthy snacks and drinks and encourage their awareness of a healthy diet.

It is not yet good because

- Staff do not consistently use their observations of children to effectively identify the potential next steps in children's development.
- Although staff are attentive and systems are in place to ensure children leave with nominated people, the record of collection does not clearly indicate who has collected the child.
- A system for staff supervision and appraisal is not well developed to encourage continuous development
- The provision is not effectively evaluating the provision it offers for example by using the views of staff, children and parents.

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 the premises and resources with the staff.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff.
- The inspector discussed the provision with six parents.

Inspector

Lynne Lewington

Full report

Information about the setting

Polehampton After School Club registered in 2013. It is situated in Polehampton Junior School in Twyford, Berkshire. The club operates from a large classroom and has access to the school hall, playing fields and playground. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates each weekday between 7.45am to 8.45am then 3.15pm to 6pm, term time only. There are currently 50 children on roll. Children from local schools attend. The club employs 10 staff, of these three staff hold an appropriate early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- undertake regular staff supervision and appraisals to identify any training needs, and secure opportunities for continued professional development for staff.

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

- extend the use of observations to identify children's potential next steps for development and share this information with all staff to enable the children to continuously develop their skills as they play.
- develop the system of self evaluation taking into account children, staff and parents views for continuous development.
- maintain a clear record of who collects each child.

Inspection judgements

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

Staff create a happy environment for the children. They recognise children need the freedom to make choices in their play. This is enhanced by the provision which has an attractive outdoor play area. Children play football, climb and develop their abilities to balance and coordinate their movements confidently. They participate in imaginative play outdoors making good use of benches and play houses. Staff supervise young children closely encouraging them to develop their skills. For example, a young child repeatedly tries to balance on steps strung together with chains. The staff member steadies the

chains and with the child's agreement gradually releases. She praises him meaningfully for his efforts. This makes him want to try again and to feel confident about his abilities. Staff count with the children in their games and use mathematical language in their conversations. This encourages understanding. Children have opportunities to read and to draw and write if they wish. Social skills develop as children play games. They learn to share, take turns and be gracious winners or losers.

Staff observe the early years children and make a record of their observations which link to the areas of learning. However, these observations do not always identify the potential next steps in children's learning and staff do not discuss them. This means that individual staff members may not be aware that a child is 'nearly' doing something that with opportunity and a little encouragement they will achieve. Consequently, younger children do not always experience sufficient challenge. Staff observations indicate that children are demonstrating the skills relevant to their age range.

Parents are warmly welcomed and encouraged to share information about their child when the child starts in the club. Staff greet parents but share limited information about the child's activity each evening.

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

Each of the early years children has a nominated key person who maintains their development records. Children behave well. They know the boundaries and these are discussed when new children start, at the beginning of the term or if a reminder is needed. Staff respond to the children in a calm and caring way providing positive role modelling to the children. They encourage children to learn how to resolve their problems. Staff know when to intervene. This leads to children of all ages demonstrating increasing abilities to share, take turns and make independent decisions in their play.

The after school club is safe, welcoming and well resourced. Staff use the available space well ensuring children have time in the playground, hall and library at each session. Staff are aware of the need to ensure children have sufficient space for their play and so indoors they make good use of the school hall in addition to the library. Appropriate risk assessments are in place. Staff are alert to the children's safety at all times. For example, outdoors they position themselves around the playground ensuring that they can see each play area clearly. Regular headcounts help to ensure all the children are present. Indoors they remind children about safe behaviours on the occasions when children forget. A fire drill is undertaken regularly ensuring the premises can be evacuated swiftly in an emergency. Staff expect children to tell an adult if they are leaving the playground or playroom to go to the toilet. This helps to ensure the staff are always aware of where children are. Staff greet parents when they collect children. Parents are asked to sign out. However, this does not clearly show the name of the person who has collected the child and is not therefore a clear record. This may compromise children's safety.

Children enjoy a substantial snack after school. They have a variety of healthy choices which includes, sandwiches, crackers, breadsticks, wraps, a variety of fillings including

ham and cheese and fresh fruit. The children help themselves and make an independent choice. Staff assist the young children although most manage their independence well. Drinks of water are freely available throughout the session. Staff remind children to have some fruit and a drink because it is good for their health.

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

Currently the observations undertaken of the children at play are not used to enhance the children's learning and development sufficiently. They are not used effectively to identify how children's development can be encouraged.

Staff supervision is currently informal and a system is not in place for staff appraisal to develop their skills, discuss concerns and consequently enhance practice. However, the staff do have regular staff meetings which provides a good opportunity for discussion and planning.

Staff demonstrate a sound awareness of safeguarding and child protection. They can identify the signs and symptoms which would give them child protection concerns and the action they would take. They also demonstrate knowledge of what to do if the behaviour of a colleague concerns them. All staff hold relevant suitability checks. References and up to date suitability checks are undertaken on all new staff. A comprehensive induction is undertaken by new staff under the supervision of the manager which covers all aspects of the provision. This helps to ensure they understand the way the setting works and the action they should take if they have concerns. Clear policies are in place for all aspects of the provision. All the staff and parents are made aware of these.

Parents speak positively about the provision. They say their children are all very happy to attend and often not ready to go home. Many particularly like the fact that children have plenty of opportunities for outdoor free play in a safe environment. Parents commented on how independent their children had become. Most parents interviewed felt well informed and able to discuss any concerns with staff if they arose. The club has positive relationships with the schools it serves. However, staff recognise they have limited information sharing with the infant school and are looking at systems to improve this. No definite system is in place for seeking opinions about the service offered from staff, children, parents or the schools they serve. This is an important aspect to help identify strengths and weaknesses and make plans for future development.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467005
Local authority	Wokingham
Inspection number	928915
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	50
Number of children on roll	50
Name of provider	Stephanie Benson
Date of previous inspection	not applicable
Telephone number	07769 881900

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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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