

Quackers After School Club Curridge

Curridge Cp School, Curridge, THATCHAM, Berkshire, RG18 9DZ

Inspection date

Previous inspection date

01/04/2014

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 enjoy their time at the club after their school day and have fun.
- Staff are involved in children's play and activities, which supports their continued learning securely.
- Staff and children form positive relationships with each other.
- Staff work closely with the reception school teacher to promote children's next steps in learning consistently.

It is not yet outstanding because

- Only complete for Good or Requires Improvement outcomesAdd key findings (weaknesses) leading to actions or recommendations
- The staff and manager have not taken all possible steps to make the learning environment inviting and comfortable for children's play and activities. Staff prepare and manage the snack time with little involvement from children.

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

- Children's play experiences, activities and interactions with staff were observed indoors and outside.
- A meeting was held with the manager, and discussions took place with staff and a small number of parents/carers.
- A joint observation was offered and the overall session discussed with the manager.

Inspector

Sheena Bankier

Full report

Information about the setting

Quackers After School Club Curridge re-registered in 2013. It is owned by a limited company, which operates a number of childcare settings in the local area. The club is situated at Curridge Primary School in the rural village of Curridge, near Newbury. It offers after school care for children who attend the school. The club is open Monday to Thursday from 3.15pm to 5.40pm during term time only. Children have access to the main hall and some of the school facilities, including the outdoor area and adventure playground.

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently a total of 20 children aged up to 11 years of age on roll at the club, of these three are in the early years age group. The club supports children who are learning English as an additional language. Two qualified members of staff work directly with the children, one of which is the supervisor. The supervisor holds a level 3 qualification and manages the club on a day-to-day basis. A manager with an early years foundation degree oversees the overall operation of the club.

What the setting needs to do to improve further

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

- enhance the environment further to make it more inviting and comfortable for children's play and learning experiences
- take steps to involve children further in the preparation of snack time.

Inspection judgements

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

Children arrive happily after school and enjoy a relaxing, informal and fun atmosphere at the club. A free-play approach to children's play and activities enables children to make their own choices of what they wish to play with. Staff involve themselves in children's play and activities to support children securely and they provide challenge to their learning. For example, a child they know who is interested in numbers is encouraged to talk about numbers in hundreds and thousands and to write out these numbers. As a result, staff challenge more able children's learning and they provide a good quality of teaching. Staff work closely with parents and the reception class teacher to understand children's learning needs. This helps them gain secure starting points and supports children's good progress consistently as they effectively complement what children learn at school.

Staff sit and chat with the children as they play, talking to them about what they are doing and asking questions. This encourages children to use their language skills and to develop their vocabulary through discussions. Books are available to children, however, these are in a closed basket and therefore do not attract or invite children to read or look at the books. Children engage in activities effectively and concentrate well. They develop their small physical skills through the activities on offer. For instance, children pick up small beads to make a pattern. They make choices from a wide range of art and craft materials to use their imaginations to create their own designs. Children use problem solving and construction resources, for example, to create a run for marbles to roll down. Outdoors children play imaginative pretend games and make good use of the physical play equipment to develop their skills, such as balance and coordination. Children continue to develop their skills consistently at the after school club to support their future learning.

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

Children and parents are welcome to visit the club prior to starting. This helps children to settle in well and get to know the staff and other children attending. Children and staff form positive relationships with each other. Staff support children effectively by being there to talk to, as well as giving space for children to work through their feelings. This helps children learn to manage their behaviour and emotions. Staff provide good role models to the children as they are polite and calm. They encourage friendships between the children by playing team and circle games that involve cooperation.

Children have suitable furniture to use, such as the school tables and chairs for activities. However, when playing with toys on the floor there is limited comfortable places to sit and play. The club notice board provides important information for parents along with examples of artwork children have completed. This values the children's own work. The artwork reflects different celebrations children have taken part in, which promotes an inclusive environment. Children make independent choices from the toys and resources stored in low level storage units. Word and picture labels on the drawers support children's choices and developing reading skills.

Children benefit from healthy based snacks that meet their individual dietary requirements. Children spread crackers with their chosen topping, although staff miss opportunities to extend children's independent self-care skills further. For example, staff take responsibility for organising and preparing the snack, such as putting out cups and cutting up the fruit. Children follow good hygiene routines and regularly wash their hands to minimise the spread of infection. They enjoy the challenges of the outdoor area, with its variety of fixed physical play equipment. As a result, they benefit from fresh air and physical activity to support their good health.

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

The staff and the manager demonstrate a secure understanding of their responsibilities to meet the Statutory Framework for the Early Years Foundation Stage. They undertake risk assessments to promote children's safety and have a secure understanding of their safeguarding responsibilities. Robust recruitment procedures for new staff check their suitability to work with children. As a result, effective measures promote children's safety and welfare at the club. Partnerships and communication with parents and the school are good. They share information on a 'three-way' basis to support children consistently.

Staff complete daily evaluations of children's play and activities. This enables them to monitor the experiences children have at the club and to consider children's learning and development needs securely. Staff receive regular support from the manager, who oversees the operation of the club. They have supervision meetings to identify their professional development needs. Staff undertake training, for example, about early years learning and safeguarding, which promotes their good practice. There is an 'open door' policy for staff to talk to the manager at any time about their work, enabling them to feedback their ideas or any concerns. Children's ideas and interests are welcome, such as when buying new toys their ideas are valued and reflected in the new resources. Parents' are able to communicate easily with the staff and manager both in person and through email. This enables them to feedback any comments or views. The staff and manager have a good understanding of the strengths of their provision through secure self-evaluation. They demonstrate a commitment to sustaining steady ongoing improvements at 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	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	EY469845
Local authority	West Berkshire (Newbury)
Inspection number	938325
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	20
Name of provider	AFP Childcare Limited
Date of previous inspection	not applicable
Telephone number	01635247588

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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