

Energy Kidz Out of School - Shinfield

Shinfields St Marys C of E Junior School, Chestnut Crescent, Reading, RG2 9EJ

Inspection date	04/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 lively and confident, and enjoy attending the welcoming setting.
- Staff provide an interesting, varied learning environment that promotes children's all-round development and meets their needs well, including those with additional requirements.
- Staff have consistently clear boundaries that helps children develop a good understanding of acceptable behaviour. Older children demonstrate tolerance of younger ones and helpful attitudes to each other.
- Staff work well as a team to support children's social and emotional development effectively. Consequently children develop positive relationships with them and others.

It is not yet outstanding because

- Children select what they want to eat and drink and have some opportunities to be independent at mealtimes; however, they are not fully involved in serving themselves, to further promote self-help skills.
- Staff do not always organise story times effectively as younger children's enjoyment of the story is sometimes distracted by older children's play.

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 range of resources and activities on offer to the children.
- The inspector viewed a sample of documentation, including policies, procedures and records of suitability.
- The inspector spoke with parents to gain their feedback about the club.
- The inspector observed the staff's interaction with the children.
- The inspector talked with the provider and members of staff.

Inspector

Susan May

Full report

Information about the setting

Energy Kidz Out of School Club at Shinfield registered in 2013. It is one of a number of holiday and afterschool clubs run by Energy Kidz Limited. The club operates from Shinfield St Mary's Junior School in Shinfield, Berkshire. The club has the use of two classrooms and access to the school grounds. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The intake of children is from the local residential area. The breakfast club opens on weekdays during school term times from 7.30am to 9am. A holiday play scheme will operate on weekdays from 8am to 6pm during school holidays, depending on demand. Children aged between four and 11 years may attend the club. There are currently 68 children under the age of 11 on roll; of these, 21 are in the early years age range. A team of five staff work with the children, of whom three hold appropriate qualifications.

What the setting needs to do to improve further

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

- improve the organisation of story time so that young children are not distracted by older ones
- provide further opportunities for children to serve their own meals and drinks, to enhance their self-help skills.

Inspection judgements

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

Children arrive happily at the breakfast club and greet the staff and each other warmly. They demonstrate confidence and a sense of security as they follow well-established routines such as hanging up their coats and going to sit down for breakfast. Staff spend time chatting to the children, putting them at ease and helping them feel valued as part of the group. They provide varied and interesting activities, many of which are child initiated. Children make good progress in their learning as staff provide a good quality of teaching. They effectively encourage children to think and take new challenges, for example saying to children who are playing with the train set and track, "I need help; I'm not sure how to do this." Children immediately begin to show the member of staff what is needed and successfully build a track that includes a bridge. This promotes physical skills as children develop coordination and helps them begin to learn to problem solve. Staff get down to children's level, make good eye contact and encourage them to share their ideas with others. This promotes children's language skills and builds confidence and self-esteem, especially those for whom English is not their home language.

Children have access to a broad selection of books that they can read for pleasure or use as reference. At the end of the session, a story time for the younger children takes place before they go off to school. Older children take it in turns to read a story to the younger ones. Children eagerly sit down, are attentive and clearly begin to enjoy the story. However, children at the back of the group cannot always hear and with the distraction of older children playing close by, their interest wanes and they lose concentration.

Staff receive details about children from their parents and staff from schools they attend. This information includes children's preferences, needs and stage of development. This enables them to work together with school staff to complement children's learning in their main setting and provide consistency in meeting children's needs. This joint sharing of information helps identify children who may require further support or challenge, so that all those involved with the children successfully work together. Staff know the children well and complete informal evaluations of each session's activities. Children are consulted about what they like to do and this helps staff consider the resources effectively on a day-to-day basis, to support children's progress further. Staff communicate with parents each morning regarding their children's needs, working together to maintain and enhance children's learning.

Children benefit from a range of resources, both indoors and outside, that supports the development of their large physical skills. For instance, children regularly go outside where they run and use outdoor equipment or go into the school hall where they have a chance to play team games. Children become familiar with numbers as staff use them in everyday activities such as counting down from 10 to 1 as children tidy up at the end of the session. Children confidently tell staff how old they are and staff follow on effectively by asking who is the youngest and oldest. This helps children find out about themselves and others around them. Children take part in topics and discussions that support their positive understanding of the world, such as talking about their home life and celebrating festivals that are important to them. They develop their future skills as they have access to everyday technology such as interactive books and appropriate software on a computer.

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

Children clearly feel settled and secure as they move around the club confidently. Good information is sought from parents about their children and staff treat each child as a valued individual of the group. The atmosphere is relaxing, with children enjoying social occasions as they sit to eat breakfast and join with their friends at activities. A strength of the provision is the excellent relationships formed between staff and children, and older and younger children. Older children take care to include the youngest in their play and offer help and support. For example they help organise a game, explaining to the younger ones that they have to take it in turns and telling them when it is their 'go'. A good range of resources and activities is available for children; these are age appropriate and attractively displayed to encourage children to play with them. Children show respect for the resources, for example putting one game away before they select another and helping to tidy away at the end of the session.

Children behave well; they say 'please' and 'thank you' with little prompting, and are eager to please. They demonstrate a good awareness of the rules and boundaries of the club that are displayed on the notice board. They move around safely and take care not to bump into each other or step on toys that other children are playing with on the floor. This demonstrates that children consider their own and others' safety, have respect and recognise each other's needs. Safety precautions such as wearing hi-visual jackets, holding hands in pairs and listening carefully to the play leader when they walk across the road to school help them begin to understand possible hazards outdoors.

Children enjoy choosing what they would like for breakfast from healthy options that will sustain them until the next meal. Children's independence is encouraged as they collect their own bowl, plate, cutlery and cup for breakfast, put spread on their toast and wash up their cups and plates. However, staff have not fully considered promoting children's self-help skills further by allowing them to pour their own cereal, milk and drinks, both at breakfast and when they want a drink throughout the session. Children have opportunities for active play indoors and outside, which promotes their physical development securely. They get fresh air and exercise regularly as they use the outdoor area when the weather is fine and have access to a large hall for indoor exercise. Children follow good hygiene practices, for example routinely washing their hands without prompting before eating. These active sessions and good practices help promote children's understanding of being healthy and help to provide them with a sound basis for future well-being.

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

Staff are aware of the Statutory Framework for the Early Years Foundation Stage and demonstrate a good understanding of their responsibilities in meeting the requirements. Children are safeguarded as the arrangements to protect their welfare are well established and effective. Children are supervised at all times. A good range of written policies is in place and shared with parents; this includes safeguarding information. Recruitment systems are thorough and completed by the provider at the company's head office. All staff have appropriate checks. Training for staff is supported with some courses such as first aid and safeguarding completed on a rolling programme. Risk assessments are comprehensive and cover activities in the breakfast club, school grounds and when walking to school. Staff are clear of their responsibilities in protecting children to keep them safe and as a consequence, children play in a safe environment.

Staff work well as a team and know their roles so well that children move seamlessly from breakfast to activities and onto school in a calm and relaxed manner. Staff demonstrate a commitment to developing their practice through considering how best they can move their practice forward. For example, the supervisor is keen to introduce more frequent short meetings with staff to share ideas. Staff are proactive in requesting children's views, and parents' feedback is valued and responded to positively. Staff working at the club informally review and evaluate each session to make ongoing improvements. They monitor the resources and activities to ensure they are covering all areas of learning, to

benefit children's good progress. Staff enjoy their work with the children and this reflects on the children who in turn enjoy their time at the club.

Good information is available to parents about the club, for example through newsletters on the company website and information on display at the premises. Staff warmly welcome parents as they arrive to drop off their children and spend time chatting to them. This supports strong partnerships with parents. Parents comment on the eagerness with which their children attend, the friendliness of staff and the relaxed atmosphere where their children have opportunities to enjoy a range of activities. Staff receive support from the school the children attend and liaise with it on a regular basis to share appropriate information about children's needs. This promotes continuity in meeting children's care and learning needs.

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	EY469017
Local authority	Wokingham
Inspection number	935453
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	68
Name of provider	Energy Kidz Ltd
Date of previous inspection	not applicable
Telephone number	07824157220

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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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