

St John's Earlybirds And After School Club

Orts Road, Reading, Berkshire, RG1 3JN

Inspection date	20/05/2014
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		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

- Children demonstrate a strong sense of belonging. They are happy, settled and have many opportunities to socialise with their peers.
- Staff offer a welcoming and suitably resourced environment for the children to play, which in turn supports their learning and the progress they make when in school.
- Suitable communication systems are in place to share information between the club, parents and the school which helps the staff to meet the children's individual needs effectively.
- Staff are provided with appropriate appraisals and training which enables them to be focused on the quality of the provision.

It is not yet good because

- The written policy and procedure for safeguarding children do not fully meet the requirements of the Early Years Foundation Stage to guide staff on whistle blowing and the safe use of photographic equipment and telephones.
- Children are not always helped to access additional resources in the club to extend their play and learning further.
- The environment is not organised in a way that provides restful areas for children to

relax and at times, the raised noise levels impact on children's ability to play quietly and undisturbed.

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 children's activities and staff interaction with them.
- The inspector spoke to staff and children.
- The inspector looked at relevant documentation including information about staff appointment systems and some policies and procedures.
- The inspector spoke to available parents about the club.
- The inspector undertook a joint observation with the manager.

Inspector

Tracy Bartholomew

Full report

Information about the setting

St John's Earlybirds and After School Club registered in 2005. It operates from St John's C.E Primary School in Reading, Berkshire. The club are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children have access to a secure outside area.

The club is open each week day from 8am to 8.50am and from 3.10pm to 5.30pm during term time only. There are currently 75 children aged from four to eleven years on roll. Children attend for a variety of sessions and the club serves children from the school only. The club currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language. The club employs six staff, of whom four hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- ensure the safeguarding policy and procedures reflect the Local Safeguarding Children Board (LSCB) guidance, include allegations against staff and the use of mobile phones and cameras in the setting

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

- make resources more accessible in the role play areas to extend children's creativity and explore their ideas further
- review the organisation of play spaces and resources to minimise the noise and provide restful places for children to relax.

Inspection judgements

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

Children enjoy a range of toys and resources available to them which support their learning and development. Staff create a welcoming environment for the children by preparing a selection of toys and resources before they arrive. A majority of the children have attended the club for some time and this means that they are aware of the wider selection of resources available within the store room. However, staff do not always provide these additional resources for children when they ask for them, which hinders

their creative thinking and play.

Children arrive happily after their school day and demonstrate a suitable understanding of the routines, such as putting their belongings away. Staff welcome the children warmly and talk to them about their day which puts them at their ease. Staff are supportive of the children and interact purposefully with them, actively becoming involved in their self-initiated activities and supporting their learning securely. For example, they help children use their imaginations as they build with construction resources and create pictures from art materials. This encourages children to use their small physical skills, imaginations and to be creative. During play, the staff encourage children to share their ideas and creations with others. This promotes children's relationships for personal, social and emotional development. Staff promote children's understanding of language as they interact with them, play games and read books, which successfully supports their speech development.

All children enjoy the outside area which allows them to benefit from fresh air while being physically active outdoors. Children show an inquisitive interest in their environment as they explore the climbing equipment outside, develop their skipping skills and play balls games. These activities successfully develop the children's coordination, muscle control and movements.

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

Children are settled, happy and at ease within the club. It is clear that children have formed trusting relationships with staff as they readily engage with them and invite them to join their play, especially board games. This shows that the key person approach is working appropriately and relationships are strong, which supports children's sense of belonging.

The environment where the children play is clean and well maintained and they have suitable furniture available to them such as tables and chairs for activities. However, staff do not organise the environment to provide cosy, restful areas for children to relax in. Despite this, the children have large rooms to play and be physically active in. This allows them to build upon their moving and handling skills as they play circle games such as 'duck, duck goose'. However at times, the noise levels in the room are very high which means that it is difficult for children to communicate to each other and hear what others are saying during other group activities. This impacts on the children's social skills and affects their ability to concentrate.

Children are aware of good hygiene practices and manage their self-care skills accordingly. For example they wash their hands prior to eating tea. Children's independence is encouraged effectively as they set up and clear away their cups and plates and they benefit from free access to fresh drinking water which promotes healthy choices. Staff are aware of children's dietary needs and any allergies which enables them to meet their individual needs. Children benefit from regular outdoor activities which provide them with fresh air and exercise.

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

Staff have a suitable understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and most hold a first aid qualification. However, the safeguarding policy and procedure for the club does not include required aspects such as the use of mobile phones and cameras and how to deal with any allegations made against a member of staff. The staff have a secure knowledge and understanding of their responsibilities and the procedures to take should they have a concern about a child in their care. Children's wellbeing is well supported by the staff as they carry out daily risk assessments.

Recruitment procedures are effective. This ensures that the adults working with children are suitable to do so. The adult to child ratio is well-maintained and staff are deployed appropriately to meet the needs of the children. Staff at the club work well together and are positive role models, consequently children behave well. The management team use effective systems to reflect on the provision of care they offer to children. For example, they have regular meetings and use evaluation forms to review, evaluate and make ongoing improvements.

Good information is available to parents about the club, for example through the school notice boards and the website. Staff warmly welcome parents as they arrive to collect their children and spend time talking to them about their child's day. Parents speak highly of the club and the staff, which shows relationships are strong. Staff liaise with each child's individual class teachers on a regular basis and together they share information about the children's learning and development. This promotes continuity in care whilst complementing the progress children are making at school.

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	EY355190
Local authority	Reading
Inspection number	815361
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	75
Name of provider	St Johns Earlybirds and After School Club Committee
Date of previous inspection	not applicable
Telephone number	0118 9015540

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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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