

# Aldryngton & St Peter's After School Club

Silverdale Road, Reading, Berkshire, RG6 7HS

<b>Inspection date</b>	18/06/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Safeguarding procedures are ineffective. Not all staff have a secure understanding of child protection procedures. This means that several safeguarding and welfare requirements are not met. In addition, the club does not have a policy to safeguard children concerning the use of cameras and personal mobile phones.
- The key-person system is not fully embedded or understood by all staff. This means that staff are unable to build close relationships with children.
- Children's health and well-being are compromised, as staff fail to ensure that children wash their hands adequately prior to handling food.
- Children are not always able to move freely between indoors and outside, which does not support children's individual learning styles and preferences effectively.

### It has the following strengths

- Staff provide a well-resourced environment for the children to play together, which supports their learning and development.
- Partnerships with parents and other professionals involved in children care are well established. As a result, there is a consistent approach to children's care.

## 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

- Two inspectors completed the inspection, and observed children's activities and staff interaction with them.
- The inspectors spoke to staff and children.
- The inspectors looked at relevant documentation, including information about staff recruitment, and sampled policies and procedures.
- The inspectors spoke to available parents about the club.
- The inspectors undertook a joint observation with the manager.

## Inspector

Tracy Bartholomew

## Full report

### Information about the setting

Aldryngton and St Peter's After School Club registered in 2003 for children who attend Aldryngton and Earley St Peter's Primary schools. It is situated in Maiden Erlegh Secondary School and operates from the dining area of the sixth form building. The club is 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 weekday from 3.15pm to 6pm during term time only. There are currently 40 children on roll. Of these, six are in the early years age range. Children attend for a variety of sessions. Staff currently support a number of children with special educational needs and/or disabilities and a number who speak English as an additional language. The club employs six staff, all of whom 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 all staff understand and can implement the safeguarding policy and procedures, and ensure that all staff have up-to-date knowledge of safeguarding issues, including identifying signs of possible abuse
- ensure the safeguarding policy and procedures reflect the Local Safeguarding Children Board (LSCB) guidance, including the use of mobile phones and cameras in the setting
- implement an effective key-person system that ensures that every child's care is tailored to meet their individual needs, offers a settled relationship for the child and builds a relationship with their parents or carers
- ensure that staff adhere to the setting's health and hygiene policy, with particular regard to promoting hand washing

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

- provide as much opportunity as possible for children to move freely between indoor and outdoor environments to effectively support children's individual learning styles and preferences.

## Inspection judgements

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

Generally, children enjoy their time at the club. Staff provide children with an adequate range of activities to engage in with their friends. Children enjoy games that promote their personal and social development. For example, they take turns when playing board games and join in with group skipping, playing cooperatively. Staff provide opportunities for children to relax and unwind, and engage in activities, such as drawing and dressing up.

Staff promote children's communication and language skills well. Children listen well and remain attentive while they take part in a variety of activities. Children engage well with their peers and the staff. They respond to questions and become an active part of conversations at mealtimes, or during planned activities, such as when they make clay models. Staff provide opportunities for children to listen and dance to music. This helps them to relax at the end of the school day and promotes their creativity. Staff provide a suitable range of creative materials, including paint and glue, to enable children to develop their skills in arts and crafts. Staff promote children's emerging literacy development by providing easy access to writing materials. In addition, children explore letter-shaped magnets and copy words from flash cards, and understand the sounds each letter makes.

Staff make positive use of the local school's playing fields and children enjoy their allocated time outside. Here, children enjoy skipping, digging and imaginative play, while some children rest and unwind with friends. Children have sufficient opportunities to explore with sand and water. This helps children gain an understanding of texture, volume and measure as they explore the consistency of sand, while discussing if they need more water.

Staff have a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. They establish children's likes and dislikes through an 'All about me' booklet. Overall, this helps most staff to plan activities based on children's interests. Children's development records are available for parents and provide a brief overview of children's progress. Staff make some observations and identify children's interests, and their next steps for development. The children are given choices about what they would like to do and activities they enjoy, such as building cars using construction equipment.

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

The key-person system is not effective or sufficiently imbedded in providing ongoing support to the youngest children. For example, frequently, key persons are not on duty on the days their children are present. Other key persons do not know the ages of their children. This limits staff's ability to fully meet the children's individual needs while undermining children's personal, social and emotional development.

Children's health is put at risk as the staff fail to ensure children wash their hands thoroughly, for example before making their pizzas for tea. This means that children are at risk of cross-infection as they take handfuls of cheese from the shared bowl to top their individual pizzas. They also help themselves from the shared fruit and vegetable platter, and touch the food with unclean hands. This does not promote children's understanding of the importance of good hygiene and a healthy lifestyle.

Staff use clear and consistent strategies to promote children's understanding of acceptable behaviour. Children receive praise and older children show kindness to younger children, playing and interacting with them purposefully. Staff provide a welcoming environment for the children, and children enter the club happily. They enjoy a suitable environment in which they can play and explore. They have appropriate play spaces and resources to be creative, active and to rest if required. Parents have a suitable amount of information available to them, such as information boards. In addition, staff chat to parents about their child's day.

All children have opportunities to play outside. However, children cannot use the outdoor space whenever they choose. Consequently, children who learn best outside, or who need to expend energy at the end of the school day, do not always have sufficient opportunities to do so.

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

Arrangements for safeguarding children are inadequate. Although staff have completed safeguarding training, they demonstrate a poor understanding of the signs and symptoms that would cause them concern. In addition, they are unsure of the procedures to follow if they had a concern about a child in their care. This means that they are unable to act in the best interests of the child if there was a concern. The club has a safeguarding policy in place. However, staff do not have sufficient understanding of how to implement the policy. The safeguarding policy does not reflect the Local Safeguarding Children Board guidance, including the use of mobile phones and cameras in the setting. These are breaches of safeguarding and welfare requirements that have an impact on the safety and well-being of the children. This means that the provider also fails to meet the requirements of the Childcare Register. Some safeguarding procedures are suitably implemented. For example, risk assessment procedures are adequate and staff ensure that they are well deployed outside to supervise children. Consequently, children can play and relax in a safe environment.

There are secure procedures for the recruitment and vetting of staff to ensure their suitability. All adults working with the children and staff are suitably qualified to administer first aid, should the need arise.

The management team has a self-evaluation system in place which includes parent questionnaires and methods to include children's views. This helps management and staff to monitor and plan the activities offered to complement the school day. The management

team provides all staff with a suitable induction programme and holds regular staff appraisals. However, the current approach has failed to identify gaps in staff's knowledge and understanding of safeguarding, and therefore lacks rigour.

Partnerships with parents and professionals are suitable. Staff work in partnership with the schools they collect from and liaise professionally with parents. Parents comment that their children are happy and that they enjoy some worthwhile activities.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure staff can implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure staff can implement the written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)

## 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

<b>Unique reference number</b>	EY236704
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	746120
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Aldryngton & St Peter's After School Club Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01189 262467

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

