

Cool & Crazy Shinfield After School Club

Shinfield St. Marys C of E Junior School,, Chestnut Crescent, Shinfield, READING, RG2 9EJ

Inspection date	17/07/2014
Previous inspection date	25/11/2009

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		1
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's learning and development are supported extremely well by the staff team's very high quality teaching. They offer a rich range of varied activities and play experiences that balance what children have been doing during the school day.
- Children develop a strong sense of belonging in the out-of-school club because of the effective settling-in arrangements and their active involvement in how it is run. Staff value and respect children's ideas, which form a large part of the varied and engaging provision. This approach gives children a real sense of ownership of their club.
- The club's leadership and management is strong and protects children effectively so their well-being is assured. Staff prioritise safeguarding. They are vigilant in maintaining consistent, effective safety and hygiene routines.

It is not yet outstanding because

- The provider has not updated Ofsted about recent changes to the committee, or secured a suitability check for a member of staff in a timely way, but there has been no impact on children of this oversight.

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 toured of the premises, and observed activities in the indoor and outdoor play spaces.
- The inspector held a meeting with the club's manager and talked with staff.
- The inspector looked at children's records and discussed planning.
The inspector checked evidence of suitability and qualifications of staff working with children, the club's self-evaluation process and discussed the club's improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day, and from feedback received by the club from children and families.

Inspector

Melissa Cox

Full report

Information about the setting

The Cool & Crazy Shinfield After School Club is run by a management committee. It operates from Shinfield St Mary's C of E Junior School which is located in a residential area of Shinfield, near Reading in Berkshire. The club opened in 1999 and registered with Ofsted in 2001. It serves children who attend the Shinfield Nursery, Infant and Junior Schools, and other schools in the local and surrounding areas.

There are currently 40 children in the early years range on roll. A number of older children attend. The after-school-club opens during school term times, from Monday to Friday, and from 3.30pm to 6pm. All children share access to a enclosed outdoor play area and have use of two main base rooms. There are nine staff members who work with the children across the age groups, of whom five hold relevant qualifications. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- improve the systems to evaluate the strengths of the provision and areas requiring development, including a full review of documentation to ensure that this is up-to-date in respect of checks for staff and committee members.

Inspection judgements

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

Teaching is of a consistently very high quality. Staff have a robust knowledge of the learning and development requirements, and a thorough understanding of how children learn. They involve children with all aspects of the club, which includes planning their activities and the resources they would like to use. This involvement means children have a direct impact on their own learning, and because the activities they choose are things they are interested in experiences are very relevant to them. They become absorbed in their play as a result.

The easily accessible play materials and activities stimulate children's independent learning exceptionally well. Children are confident and comfortable in conversing with other children and staff throughout the session. They ask staff for other resources to extend their play. They willingly share their ideas. For example, some children confidently approached a visitor, who was immediately included in their play. They clearly explained the steps for making a bracelet, and showed patience and kindness when demonstrating how to weave colourful bands together.

Children are eager to attend the club and extremely well motivated to learn. The staff create a relaxed club atmosphere where children feel that they belong. This gives them confidence to play happily. Staff have a clear understanding of how to promote children's development through play and exploration. The quality of their interactions with children is notably strong when they are actively involved in children's play. They know and understand children extremely well. They place an extremely sharp focus on helping children to acquire communication and language skills, and on aiding their physical, personal, social and emotional development. They recognise the vital importance of these areas of learning.

Staff help children develop and practice valuable skills appropriate to their ages. Children's unbounded enthusiasm to explore and investigate helps them acquire the skills, attitudes and dispositions they need for the future. Children confidently initiate conversations with adults, for example. They chat comfortably with staff, talking about their past experiences and discussing what they are doing now. Staff actively engage children in conversations. They ask pertinent questions to challenge children's thinking, while giving them time to think before answering. Staff provide opportunities for children to count in routine and play situations. Children count spontaneously, such as when counting the number of connecting pieces when building with construction toys. They confidently predict how many wheels they need to balance the body of their construction, and show a good awareness of more and less. Such activities give children the chance to practise what they learn in school. The staff team's purposeful interactions ensure that all children make good or better progress in all areas of their learning and development.

Staff provide a rich range of varied resources, which focus on promoting all areas of learning and development successfully. Staff evaluate what children do carefully to inform future planning, in order to continue to meet children's individual needs effectively. Consequently, children build firm foundations for their futures.

Partnerships are strong because staff work closely with schools, so there is a good balance across children's learning and development through the day. The staff work effectively with schools and parents to ensure children receive an individualised supportive service. Discussions between staff and parents at the end of the session mean that parents are kept well informed about their children's progress and development. Staff engage all parents in sharing their observations from home. Parents comment positively on the staff team's communication methods, which they report help children to settle quickly.

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

Settling-in procedures are good. Staff create a welcoming club for children after their day at school. They form strong, secure emotional attachments with children which provide a solid foundation to develop children's personal, social and emotional skills. The sensitive, caring interaction between staff and children means that children form positive and trusting relationships, so are ready to learn.

Children are confident learners and either ask for support when needed, or play happily

independently. Staff organise the environment extremely well. They are effectively deployed. This means the club runs efficiently and children are well supervised. Staff involve children in creating the club rules, which are based on kindness and respect. Children follow these. Staff support children's current interests by providing resources on request, such as loom bands. Consequently, children spend the afternoon purposefully occupied, such as when happily making bracelets for their friends. Children have good access to technology, and follow sensible rules for internet use.

Staff implement consistent boundaries for children's behaviour. Children behave exceptionally well as a result. Children are polite, play cooperatively and share and take turns very well. Their table manners are impeccable, and they treat staff respectfully. Staff encourage children to manage minor conflicts, in order to learn how to deal with their feelings and resolve arguments in a positive way. As a result, children thrive in this safe and happy environment where they feel valued and respected, which in turn boosts their self-esteem and confidence.

Staff help children develop a good understanding of a healthy lifestyles. They expect children to use good hygiene practices in preparation for snacks. They encourage children to take on suitable responsibilities, such as taking turns to be the monitor and help distribute snacks. Staff provide a wide range of snack choice, including fresh fruit, to promote healthy eating. While staff prioritise children's well-being extremely effectively, the leadership has not made sure that all necessary actions relating to the welfare requirements have been undertaken.

Staff make sure that children have physical activity through regular use of the outdoor area, or the school hall. This play contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. They enjoy a variety of sports, such as football and tennis. Staff are mindful of hot weather. On the day of the inspection, children used a water slide to cool down, or sat under the shade of a canopy enjoying other activities. Staff teach children to be aware of their personal safety. Children talk about the need to apply sun screen before they go outside, and know they need to drink extra water because it is a hot day.

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

The management team and staff demonstrate a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure knowledge and understanding of how to protect and safeguard children. Leadership and management are strong. The manager and staff team work together closely to meet children's needs.

Each member of staff has completed safeguarding training and has good knowledge of what to do and who to contact if there are any safeguarding concerns. Staff are suitably qualified, experienced and motivated, demonstrating an enthusiasm for their work and a commitment to improving the provision for children. Staff follow thorough induction

procedures, and receive ongoing supervision and appraisals. A Disclosure and Barring Service check has been obtained for the majority of staff, although there has been some delay in obtaining a check for one staff member. There is no impact of this on children, because unchecked staff are supervised at all times, and are not left alone with children, so do not present a risk to children's welfare.

Management implements comprehensive risk assessments and oversees rigorous daily checks of the play environment, so that children play in areas checked as being safe. External doors are locked and opened by staff, with parents signing children in and out on the register. This system means that children do not leave the club without an authorised adult. Most documentation is maintained to a high standard although the club's leadership has not made sure that Ofsted was notified of some changes to the committee. However, as this is specific to staff based at the school, who have the required checks, no action is set at this inspection.

Staff are well qualified and include a number of staff from the children's schools. Staff have a good knowledge of how to meet the learning and development requirements of Early Years Foundation Stage. This means that all children are helped effectively to make good progress in their learning and development. The manager monitors children's learning and development, and their involvement in activities. This check means children's needs are met well, and that they are fully engaged and interested in what they do. The club management has its own self-evaluation document, which identifies strengths and weaknesses effectively, although the weakness in regard to paperwork was not picked up. Useful targets are set for development. The compilation of the self-evaluation document takes into account the views of staff, parents and children. As a result, the staff work together to plan and provide quality activities, which are well matched to each child's age and stages of development.

Partnerships with parents are successful. Parents' views are seen as an invaluable tool for helping to inform and improve the club's service. These views are gained through surveys from which parents' responses are evaluated. Parents comment that the staff have placed children at the 'heart of the club' and commend them for their 'professionalism'. Strong links are established with the schools which children attend. Children benefit from a familiar staff team because some work in the club and also as support staff in the main school. This advantage means staff know about children's interests and incorporate these into the club's activities. Consequently, this knowledge helps staff balance children's experiences well with those in 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	148702
Local authority	Wokingham
Inspection number	825955
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	40
Name of provider	Cool & Crazy Shinfield After School Club Committee
Date of previous inspection	25/11/2009
Telephone number	0118 988 3663 (School Phone No)

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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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