

# Cox Green After School Club

Wessex Primary School, St. Adrians Close, MAIDENHEAD, Berkshire, SL6 3AT

<b>Inspection date</b>	07/07/2014
Previous inspection date	19/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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 enjoy close relationships with the caring staff team who enjoy spending time with them.
- The club have supportive relationships with parents, who speak highly of the club and the activities they offer.
- The children enjoy a large variety of well-planned special days which are exciting and offer the children unique learning opportunities.

### It is not yet good because

- At times, the behaviour of the older children has a negative effect on the younger children, impacting on the well-being of these children.
- The key person system does not ensure that all children's care is fully tailored to their needs.
- Staff do not plan relevant activities and experiences suitable to children's individual levels of ability or interests.
- Young children often have to use furniture and resources which are not suitable to their age range and stages of learning and development.

## 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 conducted a joint observation with the manager of children at play.
- The inspector had a tour of the club including the indoor space and the school grounds which the club access.
- The inspector spoke to staff and children throughout the inspection.
- The inspector sampled a range of documentation including children's records, safeguarding policies and procedures and insurance.
- The inspector spoke to parents about their views of the club.

## Inspector

Natasha Crellin

## Full report

### Information about the setting

Cox Green After School Club registered in 2011 and operates from Wessex Primary School in Maidenhead. The setting uses the lower school hall, adjacent extended services room, library/ quiet area and extensive enclosed outside areas. Toilet facilities are directly off the play areas. The setting is open from 3.15pm to 6pm Monday to Friday, term time only. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 68 children attending, some of whom are in the early years age range. The after school club employs six members of staff. The manager has an appropriate level three qualification in childcare and two other members of staff also have a level three qualification. Three members of staff are currently unqualified, but are working towards level three qualifications.

### What the setting needs to do to improve further

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

- ensure staff implement the behaviour management policy consistently so that children learn how to manage their own behaviour and understand the consequences of their actions on others
- ensure that there is an area for children to relax and play quietly, with suitable furniture
- ensure that planned activities and experiences take into account children's ages and stages of development to extend their learning and development.

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

- enhance children's experiences at the club by providing accessible activities and resources which are suitable for their ages, current skills and abilities
- strengthen the role of the key person to develop more positive relationships with children.

## Inspection judgements

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

Children are happy at the club and enjoy spending time with their friends and the adults who care for them. Children benefit from a large variety of special visitors to the club such as a petting farm, go karts and a circus-skills performer. These events offer the children new and exciting learning experiences and children talked to the inspector about how much they enjoy these special occasions. As part of the everyday provision children enjoy activities such as playing with dolls' houses, blocks, drawing, sport and crafts. However, some resources are not always fully suitable for younger children, reducing their ability to participate in all activities. For example, very small beads used to make bracelets are too fiddly for young children, meaning they easily become frustrated and cannot complete the task. Planning revolves around special events such as Father's Day. Staff focus on resourcing for these events rather than what they want the children to learn and how they will be supported in doing so. Consequently, planned activities do not reflect children's interests or learning and development needs. Staff do ask the children what they would like to do in various areas such as the craft table. This allows children to ask for what they would like to make, for example, loom bands. However as children's development and learning is not supported effectively, children are not able to make consistent progress.

Children enjoy each other's company and play well together. For example, children stack and balance wooden blocks, laughing when they collapse and challenging each other to make different types of structures. Children concentrate well on their chosen task and they are proud to show each other their finished product. Staff work well with children who have the confidence to approach them, but often miss opportunities to support quieter children and therefore, learning opportunities are lost. For example, children who want to colour, look for pictures or blank paper to draw on. However, as they can only find resources suitable for older children, such as crosswords and word searches, they give up on drawing. This impacts on their ability to develop their interests and to freely choose activities that support their age range.

Relationships with parents are strong. Parents are happy with the care provided by the club and feel that the staff have warm and friendly relationships with their children. Parents said they particularly enjoyed the flexibility the club offered, allowing them to extend hours and days as needed which fitted in with work commitments. Parents have many ways to find information about the activities in the club including regular newsletters, a website and through face-to-face conversations with staff on a daily basis.

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

The club has put in place a key person system. However, this is not yet fully embedded to meet all children's individual needs. Despite this, children enjoy close relationships with the adults who work in the club. For example, children enjoy having their hair braided by adults who compliment children, making them feel special.

There is a well-written behaviour management policy in the club, but it is not effectively implemented. This impacts on the safety and well-being of the children. When children have appropriate games and activities, behaviour in the club is suitable. However at the start of the session, when staff are setting up, children run around at high speeds and

adults do not deal with this unwanted behaviour appropriately. This has an impact on the younger children as they are overwhelmed by the speed and noise of the older children, which hinders their confidence as they enter the club. This is a breach of the legal requirements for the Early Years Register and Childcare Registers.

Children understand the routine of the club, approaching the adult who registers them and then preparing themselves for a snack of toast and squash. Staff understand the importance of keeping children safe and accounted for and regularly do a head count to ensure all children are present. The staff do a visual risk assessment of the site before the children attend to identify any hazards and the staff have appropriate first aid qualifications which contributes to keeping children safe while at the club.

The children make good use of the outdoor environment and have ample space to run about and play games. A wooden climbing frame with a safety surface underneath allows children to climb and challenge themselves physically. A large field offers opportunities for children to play ball games and to run about. Indoors children have a range of equipment they can access. However, there is not a suitable space for children to rest or play quietly. This is because there are only adult chairs provided, which are unsuitable for the younger children.

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

The manager and committee have a satisfactory knowledge of their legal responsibilities in meeting the requirements of the Early Years Foundation Stage. However, they have not met all the legal requirements, which means that they are in breach of some aspects. For example, children's behaviour is not consistently managed which impacts on the safety of the youngest children while older children are running about.

There are appropriate safeguarding policies and procedures in place. Staff are aware of the possible signs and symptoms which children could display. Staff know who to turn to for advice and guidance on safeguarding matters. Staff understand the procedures which are in place to keep children safe and how to implement them. For example, they are aware that they may not use their mobile phones while at work and know what to do if any allegations are made about themselves or a colleague. There is a sound system in place for recruiting and vetting new staff which ensures children are cared for by suitable adults. This includes checking references and full Disclosure and Barring Service checks before new staff can begin working at the club. Clear induction procedures ensure new staff quickly develop confidence in their role and have a good understanding of their responsibilities.

Entry to the club is supervised by a member of staff and parents sign children out of the registers when they leave. Visitors are asked to sign a visitors book and wear an identify badge and are escorted by a member of staff at all times. The club works closely with the school who own the building to ensure the premises are well maintained and safe for children at all times. This all contributes to keeping children safe.

Performance management systems are in place, such as appraisals and supervisions. Staff targets centralise on self-improvement, such as completing qualifications. The committee have developed a written self-evaluation for the club which is in its infancy. The club has successful relationships with the parents and the local schools which the children attend. There are also links with other professionals. For example, the local authority schools advisor regularly visits the club to offer advice and support. This helps all parties to share information in order to ensure children receive coordinated care.

### 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 that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY433552
<b>Local authority</b>	Windsor & Maidenhead
<b>Inspection number</b>	816704
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Cox Green After School Club Committee
<b>Date of previous inspection</b>	19/01/2012
<b>Telephone number</b>	07949 036096

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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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