

Hatch Ride After School Club

Hatch Ride Primary School, Hatch Ride, Crowthorne, Berkshire, RG45 6LP

Inspection date	23/10/2014
Previous inspection date	04/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 settle well on arrival at the club because staff greet them in a friendly manner and take an interest in their day.
- Children are very confident and motivated to play and learn because the enthusiastic staff provide them with interesting activities.
- Children of all ages play well together. As a result, they develop positive social skills and good behaviour.
- Arrangements for safeguarding children are strong, and clear policies and procedures are implemented, to ensure children are kept safe at all times.

It is not yet outstanding because

- Staff do not extend younger children's independence, by allowing them to prepare their own snacks, or pour their own drinks.
- The parent information board is not positioned where all parents can see information about daily activities and events.

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 staff and children.
- The inspector took account of the views of staff, parents and children spoken to on the day.
- The inspector looked at a sample of policies, procedures and other paperwork.
- The inspector discussed the setting's self-evaluation process.

Inspector

Alison Southard

Full report

Information about the setting

Hatch Ride After School Club opened in 2003. It operates from the hall and a classroom of Hatch Ride Primary School, Crowthorne, Berkshire. Only children attending the school may attend the club. There are currently 56 children on roll, of these, six are in the early years age group. The club opens five days a week during school term times, from 3.15pm until 6.00pm. Children attend on different days and some on every day. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. At present, six staff work with the children. Two members of staff hold early years qualifications.

What the setting needs to do to improve further

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

- review the position of the parent information board, to allow all parents to see this easily at collection and drop-off times
- enhance children's independence at snack times, by providing opportunities for younger children to pour drinks for themselves and to help prepare snacks.

Inspection judgements

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

Staff provide children with a range of activities that effectively complement their learning in school. They achieve this by holding conversations with teachers in the Reception class on a regular basis and by exchanging information about the children when they are brought from the class to the club. This enables them to discuss children's interests and progress and they use this information to aid the activities they provide for children. Staff implement the key person system well and keep useful records of children's achievements. They make observations of children as they play. This allows staff to plan interesting activities that reflect children's individual interests and needs effectively. They encourage parents to visit the club before their children begin, to discuss children's needs and preferences. Staff maintain positive relationships with parents by regularly sharing information about children's achievements and the events of the day.

Staff provide continuous provision to keep children occupied. They arrive early to organise resources and prepare the classroom before children are escorted to the club from their school classroom. This is so that the activities are available, ready and welcoming for children when they arrive. There is a good range of adult-led activities. Children are motivated and confident to join in because the staff are enthusiastic about the activities.

For example, at the time of the inspection, staff planned games around a Halloween theme. This involved children rolling a dice and collecting body parts to create a skeleton. Staff held meaningful conversations with the children about the parts of the body and how they work, while also promoting turn-taking and maths skills. There are also a variety of activities and resources that children choose for themselves, and they use these well to establish their own games. For example, children enjoy imaginative play. They played in the home corner in small groups, pretending to cook, representing real experiences in their play. This extended their learning because children had good opportunities to learn about playing cooperatively and taking turns in conversations with their friends. As a result, they are enhancing their language and communication skills and social relationships with others. Children enjoy craft activities, and they use scissors and glue effectively to make their own creations. Staff encourage children to put their names on their work and to share their achievements with others. This provides children with a sense of belonging and raises their levels of self-esteem.

Staff interact very well with children and recognise when to offer individual support or attention. They make time to sit and play, successfully extending children's enjoyment and understanding. Staff talk to children constantly, asking them questions about what they are doing and offering encouragement for them to explore their own ideas. Children show good speaking and listening skills and, when necessary, are able to follow staff instructions well. Throughout the club, children are engaged, busy and make good use of their learning environment.

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

Staff promote children's emotional well-being effectively. They encourage new children to settle quickly, as they take the time to talk to them about their day and ensure that they feel secure. Staff are good role models with regard to behaviour and social skills. They speak to children, at their eye level, in a caring manner and they treat each child as an individual. Consequently, behaviour is very good and children of all ages interact well together. Clearly embedded routines also help children to feel confident and secure.

Hygiene is promoted very well. Children know the routines and wash their hands willingly before snack time. Staff provide a range of nutritious snacks, including fresh fruit. Snack times are very sociable occasions. However, staff do not fully promote children's independence, by consistently involving them in preparing their own snacks or by providing younger children with small jugs, so they are able to pour drinks for themselves.

The environment is welcoming and staff make good use of the space available to them to support children's all round development and emotional well-being. For example, there is a cosy area for children to relax and look at books, a role-play area and a craft area. There is a good range of equipment to allow children to explore and make choices in their play. Staff interact well with children, playing games and encouraging turn-taking. They ensure children's voices are heard and their wishes taken into consideration. For example, they asked children what they would like to do after snack time and children made decisions together to play ball games, or have their faces painted.

Staff get to know the children extremely well and liaise effectively with parents to ensure any additional or medical needs are known and met. They spend time talking to parents and children during their initial visits to the club, and to teaching staff at the school. This helps to form effective links between the club, school, and children's homes, and promotes consistency of care.

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

The manager and the staff follow effective systems to safeguard children and promote their welfare. The staff attend relevant safeguarding training and understand the process to follow should they have concerns about a child. They carry out vetting checks for all staff to determine their suitability to work with children and they complete regular risk assessments. This ensures children are kept safe while in their care.

Self-evaluation works well. The managers and committee meet to discuss changes and enhancements they would like to make to the club as a result of reflecting on their practice. For example, staff monitor the activities and children's interests at the end of each day to gauge children's learning experiences and responses. This means the club has a good awareness of what they do well, and recognises the areas to focus on to promote continuous development. Staff are mindful that children have been at school all day and that their time at the club is for them, to have fun and enjoy the activities, or to have a rest. Through planning, staff include a range of activities and experiences that cover all areas of learning, which are fun and offer children choices linked to their interests. This also enables children to sit quietly and read a book, and relax if they feel tired.

Overall, partnership with parents, and with the school that all the children attend, is good. Parents have opportunities to discuss their children with staff at collection times. Parents comment positively on the 'friendly and approachable' staff team. They report how the staff offer just what their children need after a day at school. Others say children have 'a fantastic time and enjoy attending the club'. However, after some recent re-organisation the parent display board is not always visible to parents. This means not all parents are aware of the daily activities their children take part in, unless they discuss this with the staff, or their children at the end of the day.

The manager supports the staff through regular discussions and works with them to identify any training needs. Staff have formal appraisals annually, with the committee. As a result, staff feel well supported. This promotes continuous improvement for the club and also improves outcomes for children.

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. 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

Unique reference number	EY260235
Local authority	Wokingham
Inspection number	833172
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	50
Number of children on roll	56
Name of provider	Hatch Ride After School Club Committee
Date of previous inspection	04/12/2009
Telephone number	07901885130

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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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Piccadilly Gate
Store St
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M1 2WD

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