

Aldermaston Breakfast and After School Club

Aldermaston C of E Primary School, Wasing Lane, Aldermaston, Reading, Berkshire, RG7 4LX

Inspection date	04/11/2014
Previous inspection date	01/06/2009

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 form good relationships with all the staff; as a result, they are well settled and comfortable in the club.
- Staff offer a range of activities that are stimulating and interesting, and children have a choice of activities to freely access. Consequently, they enjoy their time at the club.
- Staff make good links with parents and effectively liaise with school staff to share information about the children and their activities.

It is not yet outstanding because

- Staff do not always make the best use of routines to encourage children's independence, for instance through preparing their own snacks.

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 held a meeting with the manager.
- The inspector observed children's play both indoors and outdoors.
- The inspector examined a range of documents including policies and procedures.
- The inspector talked with some parents, children and staff.

Inspector

Farzana Iqbal

Full report

Information about the setting

Aldermaston Breakfast and After School Club is held in the Aldermaston Church of England Primary School in Aldermaston, which is a rural village in West Berkshire. It was set up in 2000 to provide before and after school care. The club meets in the school hall and has access to toilet facilities, a kitchen, an information and communication technology suite and outside play areas. There are 84 children on roll, of whom 44 are aged eight or under; of these, 12 are in the early years age group. Care is offered before school, between 8am and 8.45am, and after school, between 3.15pm and 6pm, on weekdays during the school term. A voluntary committee is responsible for running the club and there are six staff members working directly with the children. The club leader and two other staff members have a level three qualification in childcare; one member of staff has a qualification at level 2. The setting 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:

- provide more opportunities for children to develop their independence through routines, for example by giving them responsibility to help prepare and make their own snacks.

Inspection judgements

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

Staff provide a good balance of planned activities that children enjoy, as well as a range of free choice resources. This encourages purposeful play because children choose activities they are interested in. The arrangement of the school hall enables children to rest quietly in a cosy area with cushions, to read or relax. Children also have the option to use the homework table to complete any work for their teachers. There is a range of table and floor activities or more active play outside. Children are familiar with the routines and easily settle to relax and play well with their friends before and after school.

Staff have very regular contact with school teachers as some of the staff also work in the school. They exchange information about children to support children's development and emotional well-being. Staff plan play activities flexibly to extend learning. For example, children practise their writing as they pretend to take notes from telephone calls. Staff ensure there are learning opportunities to cover all areas of learning. This approach encourages children to make connections to their learning at school. Staff share information openly with parents to help support children in the club. They take particular care to make observations of children's development, which are recorded in learning

journals. They encourage children to suggest activities, and follow their interests and ideas to help them build on any previous learning.

Staff recognise the importance of promoting children's physical development. For instance, children develop physical skills as they enjoy playing football on the playing field. They thoroughly enjoy spending time with their friends and organise their play successfully. For example, children chat together and write poems in their text books. Staff promote children's communication and language skills well and children enjoy spending time with the staff. They talk about their days at school or activities at home. Staff engage children in conversations and value what the children say. This approach promotes children's confidence. Staff motivate children through the activities and experiences they provide, to build on all areas of learning. There are opportunities for children to bake, use their imagination and learn more about their environment as they play. At the club, children increase their familiarity with the school premises and can mix with older children.

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

Staff ensure that children settle well and relax in the club. This is due to effective settling-in systems, which enable staff to establish bonds with children and their families. Parents have daily conversations with staff and are able to discuss any additional support children may need, to help settle in to new routines. As a result, children build strong relationships with staff, who are caring and friendly. Staff supervise children well; they listen and respond to them, are sensitive to the needs of newer children and help to give them the confidence to develop their independence in exploring the hall and outdoor environment.

Staff enable children to learn effectively about how to keep themselves and others safe. For example, children follow the staff's example to walk indoors, so they do not fall and hurt themselves. Children benefit from discussions about regular emergency drills and fire safety, so they are aware of what to do in such situations. The staff help children to show a strong sense of belonging in the club so that children of different ages play well with each other. They make sure that children are used to the routines and gain a good understanding of what staff expect of them. Staff encourage children to contribute to the club rules about expected behaviour by creating their own posters. As a result, children behave well and learn to manage their own behaviour in positive and sociable ways. Staff praise children for their efforts and achievements, including their willingness to tidy up. This approach enables children to develop self-esteem and motivation. Children show a good understanding of routines, for example knowing where to place their bags and coats, and washing their hands before snack.

Staff encourage children to have a healthy and positive approach towards food. They set out nutritious snack foods, such as sandwiches and fruit. However, staff do not make the most of all routines, such as snack time, to encourage children to take on further responsibilities such as helping to prepare their own snacks. Children move confidently around their environment indoors and outdoors, and they freely choose resources from accessible storage. This means they have control of their activities, which builds their self-

reliance and self-esteem.

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

The management and staff meet their responsibilities regarding the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. Staff implement the policies and procedures consistently, and management revises these to create an environment that is safe, welcoming and stimulating for children. The designated person for safeguarding shares her training with the other staff, so each has a good knowledge of how to respond if they have a concern about a child. Staff complete daily checks and risk assessments of the premises, indoors and outdoors, and there are good security measures in place as children play in enclosed areas within the school. Staff supervise children closely at all times, to contribute to children's safety.

There are established recruitment procedures, which ensure staff are suitable to work with children. The manager undertakes staff supervision and appraisals to provide support for them through identifying targets or training. This means they can improve their knowledge and skills, for example through repeated paediatric first-aid training, which all staff are encouraged to complete. Some staff have also completed safeguarding and food safety training. As a result, they continue to be well equipped for their roles in working with children.

The manager is confident in her knowledge of the club's strengths and areas for development. Staff carry out regular observations of children's progress to share with parents and schoolteachers. This is so that children continue to achieve well and staff can monitor any gaps in learning. Staff successfully plan activities so that each child benefits from the good range of activities offered. As a result, children thoroughly enjoy their time at the club and respond well to challenges that focus on their abilities and interests.

Staff talk with parents about their children's activities and interests, and discuss home experiences during arrival and collection times. Therefore, parents are kept well informed of children's experiences and progress.

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	511185
Local authority	West Berkshire (Newbury)
Inspection number	842382
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	84
Name of provider	Aldermaston Breakfast and After School Club Committee
Date of previous inspection	01/06/2009
Telephone number	0118 9713362 mob 07733066136

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

