

St Thomas' After School Club

St Thomas Infant School, Woolton Hill, Newbury, Berkshire, RG20 9XF

Inspection date	02/12/2014
Previous inspection date	25/09/2009

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		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

- The promotion of children's personal, social and emotional development is a strength within the club and is reflected in the warm, caring relationships that exist between children and adults.
- The club provides children with a good range of activities indoors and outside, with an emphasis on having fun and relaxing after school. There is a strong focus on physical activity
- Staff have good relationships and communication links with parents and school staff.
- The management team have clear systems in place for self-evaluation, which include the views of staff, parents and children, to ensure targets for future development are identified and continuous improvements made.
- Children behave well as staff use consistent and clear boundaries.

It is not yet outstanding because

- Staff do not provide children with opportunities to take on responsibility in helping prepare for mealtimes to further enhance their independence skills.
- The environment is not laid out to provide children with opportunities to play or sit quietly in comfy areas specifically set out for the purpose.

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 talked with the manager and members of staff.
- The inspector viewed sample of documentation including evidence of staff checks, risk assessment documentation, some policies and children's registration details.
- The inspector and play leader jointly observed children at play.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Susan May

Full report

Information about the setting

St Thomas' After School Club opened in 1999. It is managed by a voluntary committee made up of parents of children who attend the setting. It operates from rooms within St Thomas' Infant School in the village of Woolton Hill, near Newbury, Berkshire. The setting is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The setting has use of a classroom, main hall, library, kitchen and toilet facilities, and a secure outdoor playground. It has facilities for those with special educational needs and/or disabilities. The children who attend the out-of-school club come from either the infant school itself or the nearby junior school. The setting is also open to children from other schools. The setting opens each weekday from 3.15pm until 6pm, during school term times. There are currently 56 children on roll, aged from four to 11 years, of whom six children are within the early years age group. Children may attend for a variety of sessions. The setting employs seven staff, six of whom hold recognised childcare qualifications to level three or above.

What the setting needs to do to improve further

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

- provide children with more opportunities to take on responsibility during daily routines to enhance their personal dependence skills
- enhance the organisation of the environment to provide children with inviting areas they can use as a base for their play and quiet times.

Inspection judgements

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

The after-school club meets children's needs effectively. Staff greet children in a welcoming and friendly manner and, consequently, children are eager to attend. Staff provide opportunities for children to initiate their own learning as they offer a range of resources from which children can choose. Learning and play is flexible as children decide whether they want to stay indoors or go outdoors. Staff put a high emphasis on outdoor play, as they recognise some children's preference for being outdoors. Staff are enthusiastic, deploy themselves successfully and join in with the children's activities, encouraging them to enjoy themselves. For example, they do not intervene unnecessarily in children's play but are on hand to appropriately support children as they build dens, play games and complete activities.

Staff identify the needs of the children as they talk to parents, for the youngest children

they record their observations of how children settle in, and details of their ongoing progress. As a result, they have a good knowledge of children's preferences and their current stage of development. They help children make good progress as they link their assessments to children's individual learning needs when planning future activities. Staff ask for children's views about what they would like to do at the club so they are able to offer activities that are of interest and provide suitable challenges. There are good links with the staff at the schools children attend to ensure continuity and consistency in children's care and learning. All information is shared with parents.

Staff help children develop future skills as they provide an appropriate range of software that children competently use with the computer. Children benefit from the range of arts and crafts materials available with which they develop their creativity and imagination. Children enjoy construction and problem solve as they decide on the best way to build aeroplanes which they subsequently 'fly' around the room. Staff chat with children while they sit at activities, encouraging developing vocabulary and communication skills. This helps children who are new to the setting feel a sense of belonging, and this helps build their confidence and self-esteem. Books are available for children that are age appropriate and can be used both for pleasure and reference. Children play together well, and learn new skills as they play with children of all ages. For example, the older children provide good role models for the younger children to follow. This helps promote children's understanding of working together, taking turns and sharing. Consequently, children begin to develop good social skills and confidence that help enable them to move forward in their learning at the club and at school.

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

A strength of the club is the positive relationships between staff and children. Children's personal, social and emotional skills are developing very well as children enjoy each other's company and behave well. Children listen to each other attentively and respond positively to staff's requests, such as helping to tidy away toys before tea. Staff regularly praise children to help build their self-esteem as they take pride in their achievements. Staff consistently promote firm but fair boundaries that help children begin to understand right and wrong. These effective practices help children feel welcome, safe and secure. Staff build on their relationships with children through the key-person system so children and their parents have an adult they can fully relate to. Children begin to learn about keeping themselves safe. For example, they learn about road safety as they walk from school to the club, or go to the local Park. For example, children know they need to stay together and cross the road at a safe place. Children move around freely in the play spaces available to them and access a wide range of age-appropriate activities that reflect their interest. However, while children thoroughly enjoy the toys and resources available, there is no provision, such as cushions or beanbags where children can comfortably sit to complete floor activities, or sit quietly and relax after a busy school day.

Staff value all children and their families, and celebrate occasions that are important to them often following on from events that are being celebrated within the school. As a result, children begin to find out about the lives of others as they recognise similarities and

differences in each other. Children lead a healthy lifestyle as they engage in lots of physical play activities in the fresh air, to promote their good health and well-being. Staff encourage children to look after themselves and take care of their own needs to gain good self-care skills. Children begin to understand about their bodies as they know they need to wash hands before meal times and choose healthy options as they make their own sandwiches for tea. Staff promote good future eating habits as they make mealtimes a social occasion when children sit together with their friends. However, staff do not always encourage children to further develop their independence skills during daily routines such as these. For example, at meal times children are not given the responsibility for setting out their own crockery, cutlery or drinks as staff automatically do this for them.

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

The leadership and management of the provision is good. Staff work well together as a team as between them they have a wealth of experience, and are extremely well qualified. They have a thorough knowledge of the Early Years Foundation Stage and associated guidance, and a very good understanding of how children learn. The club provides children with activities to complement and enhance their learning at school, such as providing regular opportunities for children to complete any homework tasks with a staff member. Planning is flexible as children choose activities which interest and engage them. Activities are broad, balanced and reflect the children's interests. Staff give a high priority to creating a safe and secure environment. For example, they routinely complete checks to identify hazards and minimise risks. Arrival and departure procedures are robust and children's attendance records are accurately recorded. Visual safety checks are ongoing. A good range of written policies is in place and shared with parents, this includes safeguarding information, and a mobile phone and social networking policy. All staff regularly undertakes safeguarding training, and their knowledge and understanding of their responsibilities relating to child protection is good.

The manager receives strong support from the committee and staff team. She conducts appraisals of each staff member to identify any training that will be of benefit for their professional development, and for the club. Training is regularly completed from a variety of sources, including the local authority. This demonstrates a commitment by staff to maintain and improve standards of care and education that will benefit the children. The manager and staff hold regular staff meetings that include discussions on how they would like to see their practice move forward. Views and suggestions of parents are requested. A 'wish list' is in place that outlines ongoing actions they want to complete to continue to make improvements. All recommendations made at the previous inspection have been addressed. This includes making the complaints procedure and details of the regulatory body available to parents, and improving children's awareness of our multicultural society. The club works very well with the schools it serves, and continues to build links and exchange information about the children with their teachers. Staff pass any information on to parents during their daily verbal exchanges. Parents comment favourably on staff commitment and dedication to providing children with a welcoming environment. They praise the friendly atmosphere and are pleased that their children have opportunities to

socialise with others, and have fun while they learn.

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	110493
Local authority	Hampshire
Inspection number	839714
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	26
Number of children on roll	56
Name of provider	St Thomas' After School Club Committee
Date of previous inspection	25/09/2009
Telephone number	01635 253431

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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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