

Farley Hill After School Club

Church Road, Farley Hill, Reading, Berkshire, RG7 1UB

Inspection date	16/12/2014
Previous inspection date	11/03/2009

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

- Children settle quickly because of the positive relationships the staff have with them.
- Partnerships with parents and teachers involved with the children are strong. This means there is a consistent approach to children 's care and learning needs.
- 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 staff implement clear policies and procedures to help ensure children are kept safe at all times.

It is not yet outstanding because

- The staff have not considered ways for children to help prepare their own snacks to reduce the time they are kept waiting and to further develop their independent self-care skills.

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 had a tour of the areas used for the club.
- The inspector observed children and staff.
- The inspector examined a sample of policies, paperwork and other documents.
- The inspector discussed the clubs self-evaluation process.
- The inspector spoke to several parents to gain their feedback.

Inspector

Alison Southard

Full report

Information about the setting

Farley Hill After School Club registered in 1999. It operates from Farley Hill Primary School, which is located in Farley Hill, near Swallowfield. The after school club is based in the school dining room and uses other areas of the school including the hall and outside play facilities. Children attending the club also attend the school. The club is open every weekday during the school term between 3.10pm and 6pm. It is on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. There are currently 65 children on roll, of whom ten are in the early years age group. The club supports children with special educational needs and/or disabilities. The club employs eight staff. Two members of staff have relevant qualifications. Other members of staff are currently training towards qualifications.

What the setting needs to do to improve further

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

- reorganise routines at snack time to further develop children's independent self-care skills and reduce the time they are kept waiting.

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 which they share with the Reception class teacher. This allows staff to plan interesting activities that reflect children's individual interests and needs effectively. The staff gain information about children's care needs and abilities before they start. Staff maintain positive relationships with parents by regularly sharing information about children's achievements and the events of the day.

Staff provide continuous activities to keep children occupied. They arrive early to organise resources and prepare the room 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. 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. For example, staff asked children what they were drawing as they drew people on the whiteboard and they discussed the different colour hair and eyes they were drawing. Children show good speaking and listening skills and, when relevant, are able to follow staff instructions well. Throughout the club, children are engaged, busy and make good use of their learning environment. For example, children played pool and took turns well. Other children played with small world toys, or sat with friends, relaxing in the cosy area. Children used their imaginations as they created items from construction pieces, or used resources to decorate craft items. Children remained engaged in different activities and enjoyed their time at the club.

Staff offer children team activities such as softball. This helps them to develop their physical skills while learning to play in a team with others. They offer children opportunities to create pictures and to dance to music from different cultures. Staff celebrate different festivals with children such as Chinese New Year. They encourage them to try different food and to discuss different cultures. This means children are learning about diversity and the world around them.

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

Staff promote children's emotional well-being effectively. They help 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 in a caring manner and they treat each child as an individual. They help children to resolve any problems between them by asking skilful questions to help them to consider outcomes for themselves. Consequently, behaviour is good and children of all ages interact well together. Clearly embedded routines also help children to feel confident and secure.

The atmosphere at the club is relaxing, which gives the club a different feel for children from being at school. A good range of resources and activities are available for children to make independent choices about their play and learning. Staff display the toys and resources attractively, which invites children to play. For example, books are set out so children can easily see them, and there are cushions for them to relax and enjoy the books in a cosy area.

Children enjoy healthy, well-balanced snacks that sustain them until their next meal. They benefit from drinks of water, which they pour for themselves. This promotes their independence skills and awareness of making healthy choices effectively. Currently, staff have not fully considered taking steps to involve children in the preparation of their snack to promote their self-help skills further, and to considerably reduce the amount of time they wait in a queue at snack time. Nevertheless, children wait patiently and chat to their friends using this as a social time. Children have opportunities for active play indoors and outside, which promotes their physical development securely. They enjoy playing energetic team games that involve plenty of running around as well as using resources. This enables children to develop a good range of physical skills as well as promoting their well-being through exercise effectively.

Staff get to know the children extremely well and liaise effectively with parents to ensure they know and meet any additional or medical needs. 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 staff demonstrate a secure understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. They follow effective systems to safeguard children and promote their welfare. For example, they attend relevant safeguarding training and understand the procedures to follow should they have concerns about a child. Staff supervise children closely and regularly practise safety procedures with them, such as the evacuation drill. Consequently, children and staff confidently understand emergency procedures. Staff carry out daily risk assessments to minimise potential risks and hazards to children effectively. Recruitment procedures are robust, with checks undertaken for new staff to ascertain their suitability for working with children. Regular discussions with staff also determine their ongoing suitability. This helps to ensure children are kept safe while in the care of the after school club.

The manager supports the staff through regular discussions and team meetings. She works with them to identify any training needs to support their professional development. As a result, staff are well supported. They demonstrate a strong commitment to developing their practice through attending further training. This promotes continuous improvement for the club and also improves outcomes for children. Self-evaluation works well. The manager and committee meet to discuss changes and enhancements they would like to make to the club as a result of reflecting on their practice. They send out questionnaires to parents and children to gain their feedback. As a result, the club has made changes such as introducing healthier food and improving outdoor resources.

Partnerships with parents and the school the children attend are 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'. Staff liaise with the school teachers on a regular basis and encourage the appropriate sharing of information about children's needs. This promotes continuity in meeting children's care and learning needs and helps to improve the 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	148655
Local authority	Wokingham
Inspection number	841835
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	36
Number of children on roll	10
Name of provider	Farley Hill School After School Club Committee
Date of previous inspection	11/03/2009
Telephone number	01189732148

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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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