

Aldryngton & St Peter's After School Club

Silverdale Road, Reading, Berkshire, RG6 7HS

Inspection date	16/12/2014
Previous inspection date	18/06/2014

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 leadership and management team has a good working relationship with the supervisor of the after-school club and the staff team. They are clear about the division of responsibilities to ensure they work together in the best interests of the children.
- Staff actively work in partnership with parents and the children's schools. Consequently, staff complement what children are learning at school, taking into account their interests and next stages in learning.
- Leadership and management have effective arrangements for safeguarding children, including good recruitment procedures.
- Effective teaching promotes children's understanding of sharing and good manners. The staff's clear guidance means that children are aware of the boundaries set and of behavioural expectations in the club.
- Children engage in the activities on offer. Staff are sensitive play partners, they extend children's thinking and help them to solve problems.

It is not yet outstanding because

- The staff do not provide children with a cosy space to relax or to enjoy a quieter space to read books and have conversations.

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 checked evidence of suitability, self-evaluation processes, and documents that support the after-school club service.
- The inspector observed the activities children participated in.
- The inspector held meetings with the supervisor, and the chairperson and secretary of the parent committee.
- The inspector took account of parents' views and children spoken to on the day.

Inspector

Ruth George

Full report

Information about the setting

Aldryngton and St Peter's After School Club registered in 2003. The after-school club is managed by a parent committee. It provides after-school care for children who attend Aldryngton and Earley St Peter's Primary schools. It is situated in Maiden Erlegh Secondary School in Earley, Berkshire and operates from the dining area of the sixth-form building.

The club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 3.15pm to 6pm during term time only. There are currently 62 children on roll. Of these, eight are in the early years age range. Children attend for a variety of sessions. Staff support children who speak English as an additional language. The club employs nine staff; of these, seven hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- create a quiet space for children to have somewhere to relax, read books and talk together.

Inspection judgements

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

The staff provide a broad range of exciting activities to complement children's learning at school. The staff have effective relationships with parents and with the teachers from the school. This ensures staff build on children's interests and skills, and help them to make good progress in their learning. The staff observe the children as they play and make assessments of their development. They use this knowledge to plan activities and enhance children's learning.

Overall, the staff organise the play environment well. However, they do not have a cosy place for children to relax and rest after school, or to enjoy a quieter area to read books and have conversations. The children exercise their choice over which activities they wish to take part in. They confidently select activities and play with other children. They enjoy the range of board games and seek friends out to play together. They learn valuable skills, such as turn-taking, and gain knowledge of basic concepts as they practise good listening, follow directions, and respond appropriately. Staff are sensitive play partners, they talk to children about what they are trying to achieve and nurture their ability to think, and solve problems.

During a small group activity, the early years children enjoyed the 'tweeze-it challenge'.

They used tweezers to pick up spaghetti and placed it into the top of a bottle. These skills helped to develop their small muscle movements. The staff provide an abundance of materials and tools to stimulate children's creative expression and design skills. During the inspection, children talked about their individual designs and what they needed to complete their models made from recycled materials. Staff encouraged an older child to find a solution to attaching the model's hair. The child tried masking tape and was pleased with the result, declaring, 'I have made a person with spikey hair'.

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

All children in the early years have a key person. This means children know there is someone there for them to seek out reassurance if required. Staff ask the older children to help care for the younger children; for example, by helping children put on their high-visibility jackets and holding their hands on the walk from school. This helps the younger children gain confidence and provides the older children with responsibility. These close relationships contribute to how safe and secure the children feel in the club. The effective partnerships staff establish with parents and teachers with the schools ensure children move confidently between schools and the club.

Since the last inspection, staff ensure children follow good hygiene procedures. Children routinely wash their hands before snacks and after using the toilet. Teaching helps children learn about why specific foods are healthy and nutritious. They are learning to try a healthy range of food and understand how these contribute to a healthy lifestyle. The children walk to the club from school and staff arrange for children to visit the park and play in the neighbouring school grounds. This means children spend time outdoors in the fresh air to boost their physical health. In the club, the staff organise the space so children can partake in a number of games that enhance their physical skills. Effective teaching during team games helped children to follow rules, gain increasing control in ball games, and negotiate space when they played relay games and 'stuck in the mud'.

The staff offer very positive role models and give consistent guidelines that support children to manage their emotions and for older children to adjust their behaviour around the younger children. Teaching promotes children's understanding of sharing and good manners. The children understand and follow the club rules and play cooperatively together. They remind each other of the potential hazards of not following the rules. As the children grow older, the staff provide additional safety reminders to keep themselves safe from harm. The staff display posters that remind children that if they have any concerns, they should follow the guidance of, 'Don't keep it inside, talk to us'.

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

The leadership and management team has a good understanding of the Early Years Foundation Stage. The staff use their play work and early years training to ensure teaching complements children's learning at school. They actively work in partnership with

parents and the schools. They use these contributions to help children to make good progress, taking into account their interests and next stages in learning.

The leadership and management team has a good working relationship with the supervisor of the after-school club and the staff team. They are clear about the division of responsibilities to ensure they are working towards the priorities in the best interests of the children. The leadership and management team has good systems to help it reflect on practice and it has made improvements since the last inspection. The self-evaluation form is a reflective document and identifies priorities to drive improvement. For example, the leadership and management team has effective arrangements in place for safeguarding children, including good recruitment procedures.

All staff have attended safeguarding training and have a good knowledge of their responsibilities. They recognise the signs of possible harm to children and can clearly demonstrate how to report concerns, including whistle-blowing procedures. Staff observe the policies and procedures which underpin their good practice. The effective staff deployment ensures staff supervise children well to meet their individual needs. The staff's skilful interaction and teaching help keep children safe at all times.

Successful engagement between parents and the staff mean parents have a thorough knowledge of the fun activities that complement, and extend, their children's learning at school. Parents express a deep appreciation of the time their children spend at the club. One parent comments that, 'The staff are kind and my children love to come to the club'. Another says that whenever she comes to collect her son 'he doesn't want to come home. He loves the excellent range of activities on offer'.

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	EY236704
Local authority	Wokingham
Inspection number	981241
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	62
Name of provider	Aldryngton & St Peter's After School Club Committee
Date of previous inspection	18/06/2014
Telephone number	01189 262467

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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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