

St Paul's Stars Breakfast and After School Club

St. Pauls RC Primary School, City Road, Tilehurst, READING, RG31 4SZ



Inspection date

18 May 2017

Previous inspection date

9 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Staff provide a welcoming and safe environment for children. Children enter the club positively and clearly know what is expected of them as they follow routines. Children behave well and have developed good relationships with one another.
- Children have a good range of toys and resources readily available to them that they enjoy and play with and that supplements their ongoing learning.
- Good partnerships with parents are established. Staff keep parents well informed about their child's day. For example, they share comments and achievements from the school and club, to help promote continuity in children's care.
- Leaders implement secure recruitment, vetting, supervision and appraisal processes for the staff, to maintain children's welfare proactively.
- The play leader and staff reflect on their practice well. For example, they evaluate the activities that they offer the children daily, to improve the quality of provision.

It is not yet outstanding because:

- At times, the noise levels are high when the children are all together in the smaller room. Consequently, the younger children find it difficult to rest, relax and be involved in quiet activities.
- Following very recent changes to children's key persons, there is some uncertainty about which children staff are responsible for.

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 play quietly, relax and rest as needed
- review arrangements so that children continue to receive the support they need at times when their key person changes.

Inspection activities

- The inspector observed children's involvement in activities in the club's play area and outside.
- The inspector spoke to staff about the purpose of the activities and discussed their knowledge of safeguarding.
- The inspector took account of the views of parents spoken to on the day and spoke to children, to gauge their views.
- The inspector looked at and discussed documentation in relation to safeguarding, risk assessments and daily attendance registers.

Inspector

Tracy Bartholomew

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with professionals involved in children's care help staff to be effective in supporting children's individual needs. For example, staff chat daily with teaching staff at the school to help them in meeting the needs of the children at the club. Safeguarding is effective. Staff have a good understanding of their roles and responsibilities and are confident in the referral procedures to follow to protect children's welfare. The leadership team works well with the staff and provides regular training to advance staff's knowledge and ensure they are up to date with current requirements. For example, staff attend training to learn about food safety, which has a positive impact on how they help children to learn about staying healthy.

Quality of teaching, learning and assessment is good

Staff provide a warm and friendly environment for the children and set out a range of toys and resources for the children to choose from. For example, children enjoy being artistic as they use cutters and tools to make creations from dough. Staff help children to use their communication, language and listening skills well. For instance, they play cards, board games and matching pair games with them, encouraging their observation and concentration skills. Staff provide a good selection of games to help promote children's physical skills. For example, children enjoy playing football outside or riding skilfully around the playground on scooters, and they have fun playing badminton indoors.

Personal development, behaviour and welfare are good

Children demonstrate that they are happy and feel safe at the club. For example, they move around the club with confidence and listen well to staff as they are reminded not to climb on the apparatus, due to this being wet and too slippery. Staff help children learn about how to keep themselves healthy. For instance, children are involved in the preparation of their tea and are consistently engaged in discussions about how food supports their growth. Children understand the importance of good hygiene routines. For example, they wash their hands before eating. Staff successfully help children to develop independence, for example, as they self-select from the variety of inviting food available.

Setting details

Unique reference number	110674
Local authority	West Berkshire (Newbury)
Inspection number	1089067
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	32
Number of children on roll	14
Name of registered person	St Pauls Stars After School Club Committee
Registered person unique reference number	RP518202
Date of previous inspection	9 March 2015
Telephone number	0778 9046291

St Paul's Stars Breakfast and After School Club registered in 1999. It opens from 8am to 8.50am and from 3.20pm to 6pm on Monday to Friday, during term time only. 14 staff are currently employed at the club, six of whom hold recognised childcare qualifications at level 3.

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