

Farley Hill After School 'Wild' Club

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



Inspection date	20 September 2017
Previous inspection date	16 December 2014

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 encourage children in their play and enable them to develop. Children enjoy a range of activities with their friends and build on their social and creative skills.
- Leaders use effective recruitment and supervision procedures to check staff are suitable, and remain suitable, to work with children.
- Staff support children who have special educational needs and/or disabilities very well. Leaders have completed specialist training to help meet their specific needs. They support children's emotional well-being effectively.
- Children's behaviour is good and they show high levels of respect for others. They understand and follow the rules of the club and cooperate with staff.
- Leaders evaluate the strengths and areas for development of the setting well. Committee members and staff have regular meetings to discuss how the resources can be improved.

It is not yet outstanding because:

- Staff induction is not concise enough to ensure that new staff have a clear understanding of all of the organisation's policies and procedures.
- Staff supervise children appropriately to keep them safe. However, staff do not consistently ensure children understand how adult advice is helping to keep them safe, such as the guidance not to walk around with knitting needles.

What the setting needs to do to improve further

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

- review and improve the effectiveness of the induction process so that all staff have a clear understanding of the setting's policies and procedures
- encourage all children to have an exceptional understanding of how to use resources appropriately.

Inspection activities

- The inspector observed interactions between the staff and the children during activities and assessed the impact on the children.
- The inspector questioned staff on their understanding of how to keep children safe.
- The inspector completed a joint observation of an activity with the manager.
- The inspector looked at relevant documentation, such as evidence of suitability of the staff working in the setting.
- The inspector spoke to parents and children during the inspection and took their views into consideration.

Inspector

Ingrid Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have completed relevant training and understand how to keep children safe. They are aware of the signs that a child may be at risk of harm and know what to do if they have any concerns. Partnerships with parents are good. Staff share information with them about what the children have been doing and the activities they have enjoyed the most during the day. Leaders continually focus on how to improve the setting. They seek the views of children and parents to help make improvements. For example, they ask the children what resources they would like the committee to purchase. Staff have established effective links with the school that children attend. They regularly share information to ensure that children's emotional and care needs are met. Regular discussions between staff members ensure that they communicate effectively about plans for the day. Annual appraisals helps the supervisor to monitor staff performance and support their ongoing professional development.

Quality of teaching, learning and assessment is good

Children enjoy their time at the club. Staff plan exciting activities to encourage children to become engrossed in their play. They engage with children during activities and suggest how they can extend their ideas further and solve problems. For instance, when children make robots from junk materials, they discuss with them why they need to use clear plastic cups for eyes rather than coloured cups. Children demonstrate high levels of imagination and become immersed as they plan and create how they are going to make the robots. They talk to each other and staff about what they are using for different parts of the robots and enthusiastically share their achievements with their friends and the club staff.

Personal development, behaviour and welfare are good

Children show high levels of emotional well-being. They become engaged in activities and interact well with other children and staff. Older children support the younger ones well. For example, they complete activities and help each other to colour in pots with stripes. Older children give the younger ones direction and guidance and show them what to do. Children's behaviour is very good. Staff remind children to use good manners and to work cooperatively with each other. Staff also act as very good role models and speak to children in a respectful way. When children become very loud, they are gently reminded to use quieter voices when indoors. Children have lots of opportunities to learn about the differences and similarities between themselves and others. For example, they take part in planned activities relating to different cultures and festivals. They show high levels of respect and tolerance for others. Children have lots of opportunities to learn the importance of leading a healthy lifestyle. They play outdoors in the secure playground. At snack time, the staff remind the children to wash their hands. Children prepare their own snack from a selection of healthy foods, including fruits and vegetables.

Setting details

Unique reference number	148655
Local authority	Wokingham
Inspection number	1070367
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	36
Number of children on roll	6
Name of registered person	Farley Hill After School "Wild" Club Committee
Registered person unique reference number	RP518206
Date of previous inspection	16 December 2014
Telephone number	07768 179 490

Farley Hill After School 'Wild' Club registered in 1999. It operates from Farley Hill Primary School, which is located in Farley Hill, near Swallowfield. The club is open every weekday during the school term between 3.10pm and 6pm. The club employs seven staff. Of these, two members of staff have relevant qualifications at level 3.

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