

# Inspection of Mapp Centre - Apollo Out of School Club

22 Mount Pleasant, Reading, Berkshire RG1 2TD

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Inspection date:

4 March 2020

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Met

## **What is it like to attend this early years setting?**

### **This provision does not meet requirements**

Children are happy and eager to attend the club after a busy day at school, and they receive a warm welcome from staff. Children chat with friends and staff about their day and settle into varied activities that have been set out in the out-of-school club. For example, children are 'high-fived,' as they proudly tell staff they have earned house points for positive behaviour at school, on the day of inspection. The children who attend are from several different schools, so staff provide games and activities which encourage children to interact with one another. These opportunities help children to gain confidence, build relationships and manage social situations with unfamiliar peers.

Children behave well and interact with staff confidently throughout the session. They have fun and share jokes as they play favourite card and board games and talk about the outside clubs they attend and what they have done at school. Children are divided into appropriate base rooms according to their age. This helps tailor activities to children to enable them to enjoy age-appropriate activities. Children enjoy good friendships with their peers and show care towards one another. They also show a sense of responsibility. For example, they willingly help adults tidy up at the end of the session.

### **What does the early years setting do well and what does it need to do better?**

- The manager does not ensure that adults have the skills and knowledge needed to support children's well-being and keep them safe. There are times when the setting operates without a member of staff who has a current paediatric first-aid qualification. The manager has identified the weakness in her setting. She is taking positive steps to tackle this. For example, two members of staff have registered to attend paediatric first-aid training, to support children's well-being and keep them safe.
- Partnership working with each of the host schools is strong. This helps staff to have a better understanding of the needs of the children who attend. Staff exchange information and relay messages from teachers and parents to help with communication and consistency. They also use what they find out to provide experiences for children, which complement their learning experiences at school.
- Staff provide children with light meals. Children know when the food is available and wash their hands and help to set the table. They demonstrate good levels of independence and make healthy choices. Children enjoy the social aspects of sharing this time together. They politely request one another to pass them a plate, cutlery or the water jug and ask if anyone else would like some.
- The manager reflects on the provision and staff's practice to identify further

areas of improvement. For example, the manager recognises they can further support children's understanding of online safety through age-appropriate discussions, reinforcing the learning gained at school. The club actively seek the views of parents and children, then use the resulting information to plan improvements.

- Professional development is strong. Staff say that they are very well supported. Newer members of staff value the support that they are given from other members of staff, as well as managers. Staff are encouraged to further their own qualifications and careers. Robust supervision procedures help to ensure that staff are suitable to work with children and have a strong understanding of their role.
- The key-person approach works effectively. Staff know their key children well and use this knowledge to effectively support children's needs and interests. Staff are enthusiastic and join in well with children's play and activities. Staff's interactions complement school learning. For example, during a creative activity, staff spoke clearly to children, which supported their language skills. Staff asked children questions to help them think and respond, and they encouraged them to use their imagination as children enjoyed writing their own stories.
- Children are energetic in their physical play. They make the most of the club's large hall as they develop team-building skills and negotiate space as they play a range of ball games and develop their hand to eye coordination as they play with the badminton rackets.
- Staff carry out daily risk assessments on the areas that are used by the club, such as the hall, the walk to and from club and the playground. This helps to ensure that any hazards to children are minimised. For example, they have identified that the outside area is unsafe at present. Children know how to keep themselves safe and minimise any risks, and this is meticulously embedded within practice. For example, on the walk to club from school, children wear high-visibility jackets and tell the inspector where it is safe to cross the road and how they need to walk in single file on a narrow pathway.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Children's safety and welfare cannot be fully assured. There are times when the setting operates without a member of staff who has a current paediatric first-aid qualification. This means children are not adequately safeguarded. Despite this, staff demonstrate a sound knowledge of how to identify that a child may be at risk from abuse and how to refer these concerns through the correct channels. Staff know how to recognise indicators that would raise their concerns about children or adults, including those that relate to extreme views and beliefs. All staff attend regular training, as well as meetings, to ensure that their safeguarding knowledge is up to date.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage and  
Childcare Register the provider must:**

	<b>Due date</b>
ensure there is at least one person who has a current paediatric first-aid certificate on the premises and during all school collections when children are present.	05/05/2020

## Setting details

<b>Unique reference number</b>	EY330731
<b>Local authority</b>	Reading
<b>Inspection number</b>	10136961
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 7
<b>Total number of places</b>	40
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Apollo After School Club Committee
<b>Registered person unique reference number</b>	RP529400
<b>Telephone number</b>	0118 916 8417
<b>Date of previous inspection</b>	31 October 2014

## Information about this early years setting

Mapp Centre - Apollo Out of School Club opened in 1971. It moved to new purpose-built premises and re-registered in 2006. It operates from three rooms, within the Mapp Centre, in Reading, Berkshire. The club is open Monday to Friday, from 8.30am to 5.30pm in the school holidays and Monday to Friday 3pm to 6pm, during term time. Children are collected from local schools for the after-school club. The club employs five members of staff, two of whom hold a relevant qualification at level 3 or above.

## Information about this inspection

### Inspector

Amanda Perkin

## Inspection activities

- The inspector completed a learning walk with the manager and viewed all of the areas of the setting used by the club.
- The inspector spoke to the club's manager and staff to find out how they organise the environment and plan the range of activities provided both indoors and outdoors.
- The inspector evaluated the range of activities on offer, in discussion with the club's manager.
- The inspector sought the views of parents through recent surveys and questionnaires.
- The inspector reviewed a sample of documentation, including evidence of staff's suitability and training records.

We carried out this inspection 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.

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