

Indian Community After School Club

Inspection report for early years provision

Unique reference number 116889
Inspection date 11/02/2010
Inspector Margaret Davie

Setting address 2 Norris Road, Reading, Berkshire, RG6 1NJ

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Indian Community After School Club opened in 1983 and is managed by the Indian Community Association. It operates from two rooms in the Indian Community Centre close to Palmer Park in Reading, Berkshire. All children share access to a secure enclosed outdoor play area. It operates from 3pm to 6pm every day during term times. The holiday play scheme is not currently operating.

The club is registered to care for a maximum of 40 children between the ages of four and eight years at any one time, with all places available to children in the early years age group. It currently has 35 children aged from 5 to 10 years on roll, two of whom are in the early years age group. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children are collected from Alfred Sutton, Redlands and Earley St Peters schools. Children come from a wide geographical area.

The club employs eight staff of whom one is on maternity leave. Of these, two hold an appropriate qualification. One relief member of staff also holds a recognised qualification. Four staff are working towards gaining or furthering qualifications. The setting receives support from the Early Years Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the club. Staff provide a caring environment and get to know them well. They gather essential information from parents about children's individual needs and work closely with the schools they attend to promote their care. Required documentation is in place and the setting is generally well organised to support their development. Staff have started some basic evaluation of the setting and recognise areas which are in need of development. Currently, none of the managers holds an appropriate qualification. This is a breach of regulations.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all managers hold a relevant level 3 qualification (Suitable people) (also applies to the compulsory part of the Childcare Register) 31/03/2010

To further improve the early years provision the registered person should:

- ensure children have independent access to a wide range of resources to

- meet their individual needs and interests
- provide an area where children can freely access and enjoy books to promote their reading skills
- provide greater opportunities for children to develop their independence at meal times

The effectiveness of leadership and management of the early years provision

All staff have recently attended safeguarding training and are clear about their roles and responsibilities. Children are cared for in a secure setting and the club undertakes checks of all staff to ensure their suitability. Procedures to protect children include completing registers when they are collected from their schools and asking all callers to identify themselves and sign the visitor's book. Routine risk assessments are conducted and staff have an understanding of the safety procedures. Staff are well deployed to ensure they spend as much time as possible interacting with the children and supervise them closely at all times. However, the way resources are organised limits children's independent access to toys in addition to those set out by staff each day. Books are only available to children during planned reading sessions in the upstairs playroom.

The club has addressed all of the actions set at the time of the last inspection in order to improve outcomes for children. For example, the radiators have been fitted with covers to promote children's safety and staff have undertaken extensive training in order to improve their knowledge and understanding of the Early Years Foundation Stage curriculum (EYFS). The club is committed to ensuring staff hold the required qualifications in order to improve the quality of care and learning they provide, but have been unable to recruit a suitably qualified manager. However, this has limited impact on the quality of the care provided for children as three staff, of whom two are managers, have undertaken and are soon to complete a level 3 qualification. Nevertheless, the lack of a suitably qualified manager is a breach of regulations. Some self-evaluation is conducted to identify strengths and areas for development, but the club's current main priority is to ensure staff undertake the training to ensure they hold the required qualifications. Regular meetings allow staff the opportunity to make suggestions for the effective running of the club and a suggestion box allows parents to share their views. Children's views about the activities and menus are sought and taken into account in future planning.

Daily verbal exchanges provide parents with feedback about their child's care and development. Staff work closely with schools attended by children to ensure there is continuity in their learning and development and pass messages on to parents. The club is committed to promoting equality and diversity and aim to provide positive role models within the setting. Supportive relationships with parents are established to gain information about children's needs and all progress files are made freely accessible to them.

The quality and standards of the early years provision and outcomes for children

Children play with a range of resources and activities and have daily opportunities to develop their physical skills. A lively game is organised at the start of each session and many of the children walk from their school to the club. When weather permits children play in the secure outdoor area or at nearby Palmer Park. Staff set out a selection of toys and activities before children arrive every day, however, this does not generally include books. As a result, some children who may want to sit quietly and read after their day at school are not readily able to do so. Children particularly enjoy art and craft activities and staff ensure these resources are put out for them every day. Staff sit with the children as they play, engage in games with them and encourage them to chat about their day at school. They interact with them appropriately to support their development, for example, discussing colours as they draw a picture. Children access a range of activities which reinforce their basic skills and help prepare them for their future education. For example, they use the computers regularly.

The club offers a welcoming environment and children are happy and well settled. They develop sound relationships with the staff and form friendships with each other, getting on well across the age range. For example, children of all ages play games together and sit happily alongside one another for meals. Children receive nutritious meals which are freshly prepared by the cook every day and drinks are always available. They develop a sense of responsibility as they help to clear their plates away when they have finished eating, but have limited other opportunities to develop their independence at meal times. Sound hygiene procedures are in place to prevent the spread of germs. For example, the tables are cleaned with disinfectant before children eat.

Since the time of the last inspection, staff have improved their understanding of the learning and development requirements of the EYFS. They have an appropriate understanding of children's next steps and how to keep track of their progress. Observations and assessments have been introduced and this information is shared with parents to keep them informed of their child's development. Children are regularly asked about the type of activities they would like to be offered and this information is used to plan future activities. Children are aware of the club's routines and move around the setting with confidence. Each child is assigned a key person who ensures they feel comfortable and develop a sense of security. Staff help children to understand safety issues, for example, by reminding them to sit properly on the chairs so they don't fall over. Regular fire drills are conducted to ensure children know what to do in an emergency.

Children find out about the wider world as they celebrate a world festival each week. For example, they enjoy making lanterns to celebrate the Chinese New Year and Rangoli patterns to celebrate Diwali. The club arranges specialist teaching for children, such as sports coaching and recorder lessons, to promote their development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Suitable people) 31/03/2010