

Wilson After School Club

Inspection report for early years provision

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Inspection date	05/10/2010
Inspector	Jo Graham
Setting address	Wilson School, Wilson Road, Reading, Berkshire, RG30 2RW
Telephone number	0118 9015573
Email	admin.wilson@reading.gov.uk
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).

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

Wilson After School Club opened in 1996. The club operates from rooms within the Wilson Primary School in West Reading. It is managed by a voluntary committee. Children have access to a classroom, dining area, school hall and cloakroom facilities. The school playground is used for outdoor play. The club serves children who attend the Wilson and Battle Primary Schools. A maximum of 32 children may attend at any one time. The club is open each weekday during school term times. Sessions are from 3.15pm until 5.30pm. Children attend for a variety of sessions.

There are currently 48 children on roll. The setting is able to support children with special educational needs and/ or disabilities and English as an additional language. The setting also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are six staff employed to work directly with the children. Of these, four hold relevant childcare qualifications. Both of the joint supervisors hold a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting effectively promotes and supports inclusion as they recognise, value and respect the uniqueness of each child. The setting is beginning to implement a system to evaluate, monitor and reflect their practices to enable them to continue to improve the provision. Access to the provision is effectively managed and staff are aware of who can collect each child. Most aspects of the setting is well organised, although there is a breach in Welfare requirements with regards to the staff rota arrangements. All mandatory documentation is in place and this supports children's well-being. Children settle well to their chosen activities.

What steps need to be taken to improve provision further?

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

- ensure staff rotas take into account the qualified status of staff to meet minimum 50% qualified ratios at all times 22/10/2010

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

- make sure children and staff practise emergency evacuations procedures

- regularly
- develop the existing self -evaluation process to make sure this is reviewed and monitored regularly and identified areas to develop are actioned

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge of procedures to safeguard children if they have concerns. They are able to access training regularly to update their knowledge of signs and symptoms of abuse and procedures when working with other agencies. The child protection policy guides staff in their work. The robust recruitment system ensures children benefit from staff with suitable checks, skills and qualifications. Visitors are accompanied in the setting and children are not left alone with persons not vetted. Although emergency evacuation procedures are in place, these are not practised regularly to ensure all staff and children are fully aware of procedures. Staff organise the routine to enable children from both schools to partake in activities inside and outdoors as well as making sure there is sufficient time to eat meals. Staff rotas are in place and the joint supervisors both work in the early years department within the school, hold level 3 qualifications and have a good knowledge of the Early Years Foundation Stage Curriculum. However, on occasions, staff rotas do not always take into account staff's qualifications and therefore do not always meet the 50% qualified requirement. This is a breach of conditions.

The setting has a positive attitude to monitoring and evaluating their practice and has addressed the recommendations from previous inspections. However, there are no systems in place to continually review the self-evaluation system and to make sure identified areas to develop are sufficiently actioned. Written risk assessments and daily checks enable staff to identify and minimise potential risks to children. Children understand dangers and show how they stay safe by following "school rules". They line up before going to use the outside area and sit down to eat. Children inform staff when they need to use the bathroom and use the "peg" system. The children take a peg when they leave the room and then replace it in the pot when they return. This helps children feel safe. The setting meets and values individual needs well. Children develop a sense of belonging through positive interaction and respect from staff and their peers. Staff have a good understanding of the children's family context and this helps them to develop connections with the children, boosting their self-worth. Children access good quality resources, which engage their interest and meet their developmental needs.

Regular newsletters, information on notice boards and verbal exchanges from staff, keep parents updated on their child's achievements and time in the setting. There are systems in place to take account of parents and children's views, which help to build up good relationships. These include questionnaires where staff are able to reflect on parents' comments and ideas. There are strong links with the school's early years department and staff have a good knowledge of children's progress in the six areas of learning and their next steps of development. Children

benefit from this continuity in care and learning.

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

Children partake in planned activities with enthusiasm and staff engage their interest well by ensuring there is sufficient challenge and support. The children especially enjoy printing dinosaur foot prints on large pieces of paper. Staff organise the routine to make sure there is sufficient time for all children to access indoor activities, including the children who arrive later as they attend another school, before using the outdoor play area. Children are comfortable and relaxed, enabling them to building up strong relationships with their peers and staff. They approach staff confidently to share in their achievements and to discuss their views.

Children respond positively to staff's expectations of behaviour. They cooperate, share with one another and tidy away. Children are well behaved and listen carefully to safety instructions given to them by staff, such as walking inside and lining up before going to the outside play area. Most staff hold a suitable first aid certificate and the first aid box is easily accessible. Children are active by using the outside area and some children walk to the site from the other school which shares this provision. Meals are prepared on site by staff who hold suitable food handling qualifications and these are social occasions. Healthy eating is promoted and children are consulted in which meals they prefer. Children recycle paper and help nurture the plants the school's gardening grow, especially sharing in eating the produce. This develops children's understanding of sustainability.

Children are confident, articulate speakers. They communicate their needs, views and ideas with self-assurance. Children take part in activities which develop their problem solving skills and access equipment such as computers. These opportunities develop children's skills for the future. Children continue to develop in all areas of learning by accessing a wide variety of activities and through good staff support. Staff are attentive and respond positively to the children's requests and needs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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: Met

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