

# Indian Community After School Club

2 Norris Road, Reading, Berkshire, RG6 1NJ

<b>Inspection date</b>	10/10/2012
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- A particular strength includes the promotion of children's personal, social and emotional development and this is reflected in the warm, caring relationship that clearly exists for children so they feel safe and are happy.
- Children are developing a good understanding of the world, through a strong focus on links with local people and schools in the local community.
- Children's safety is a priority; staff are vigilant in their risk assessments as they identify and minimise possible hazards on the premises and as they collect children from schools.

### It is not yet good because

- Staff are unsure of how to implement the club's equal opportunities policy in order to fully support children who have special educational needs.
- Opportunities to support and extend children's learning in the immediate outside area are not fully developed.
- Staff do not always provide children with opportunities to promote their independence, for example at mealtimes.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- Discussions were held with joint managers and a supervisor; these included how previous recommendations were met and self-evaluation and further improvements.
- Five parents and a voluntary helper were interviewed and their comments and views taken into account for the purpose of this inspection.
- Observations were made of children's play.
- The inspector sampled documentation including evidence of staff suitability, policies and procedures, children's records and observation and assessment documents.

## Inspector

Susan May

## Full Report

### Information about the setting

The Indian Community After School Club opened in 1983 and is managed by trustees of the Indian Community Association. It operates from a central hall and 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. The afterschool club opens from 3.15pm until 6pm during term time only. The holiday playscheme is currently not running. The

club serves schools in the local area.

The setting is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 22 children on roll; of these, six are in the early years age range. The club employs five members of staff including a cook, three of whom hold recognised childcare qualifications. There are three volunteers who work with the children on a regular basis.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- implement a policy and procedure to promote support for children with special educational needs or disabilities.

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

- review the play activities and experiences outdoors to provide a more challenging environment where children's play can be supported and extended
- provide opportunities for children to develop their independence at mealtimes.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children are clearly happy at the setting and even those who have recently started settle down quickly to a range of activities appropriate to their ages. Staff support children in their chosen activities as they demonstrate a sound understanding of the expectations of the learning and development requirements of the Early Years Foundation Stage. They provide a balance of child initiated and adult-led play as they interact generally to help ensure that children are working within a range of development expected for their age. Each child has their own learning record, where staff record observations and details of their key child's interests and developmental needs. Staff work with parents and schools the children attend to share information about children's learning and welfare needs. This provides the children with continuity of care. Information gained is used by staff to help plan future activities. Children are involved in their own learning as they choose their own activities and are regularly asked what they like to do.

Outdoor play is popular among the children as they enjoy physical challenges. However, staff do not always provide opportunities for children to extend their learning in all areas through offering a stimulating outdoor environment. This means those children who learn better outside, are not always able to extend their learning in some areas. Staff chat with children while they sit at activities, encouraging developing vocabulary and communication skills. They encourage children to talk to each other as they engage them in conversation. This helps children who are new to the club or who have English as an additional language feel a sense of belonging and helps build their confidence and self-esteem. Children have access to resources that adequately help move their learning forward. For example, they count and problem solve as they select games and construction resources. They also enjoy books as they choose to sit quietly on a large floor cushion. Children find their name and sign themselves in as they arrive at the club, put their own names on their artwork and have opportunities to write and be involved in stories with a volunteer teacher who attends on a weekly basis.

Resources are available to help children develop hand-eye coordination skills such as computer games. Children find out about the local area and wider world as they are regularly involved in projects in the community. This provides them with opportunities to find out about other cultures or recycling. They are taught to use a range of technical equipment, advised by experts, and develop and express their creativity as they perform on stage at a local theatre. Consequently, children develop good social skills enabling them to move forward in their learning at school.

### **The contribution of the early years provision to the well-being of children**

Children's personal social and emotional development is a positive strength of the setting. Children show excitement as they arrive at the club and greet the staff and each other by name. Some relationships are already established as many children attend the same schools during the day. They all play together happily, socialising and joining in team games. Children are lively but behave well and demonstrate a respect towards each other. For example, they listen to each other attentively and generally respond positively to staff requests and guidance.

Children feel settled and a sense of belonging as they follow routines they are familiar with at school such as hanging their coats and bags in a cloakroom area and following a registration procedure on arrival. Staff are clear about their expectations of behaviour from the children and allow the children to help make the club rules. A sense of responsibility is fostered as older children are requested to tell the younger children why the rules are in place. Further strategies to help children develop an awareness of keeping themselves safe include following clear routines as they walk from school, such as always using pedestrian crossings.

Children have fresh air and exercise on a daily basis as they engage in outdoor play in the enclosed outdoor area or if the weather is fine walk to the local park. Their health is promoted as staff remind them to wash hands before tea and provide them with drinks so

they do not get thirsty throughout the session. Staff are fully aware of children's dietary requirements and preferences and children begin to understand about healthy eating as they benefit from the healthy meals offered at tea time. Children sit together to enjoy a pleasant social occasion, however, opportunities to develop independent skills such as pouring their own drinks and helping themselves to food is limited as staff and the cook perform these tasks for them.

### **The effectiveness of the leadership and management of the early years provision**

Staff demonstrate a sound knowledge and understanding of their responsibilities relating to child protection and procedures to follow in the event of any concerns. Clear employment, vetting procedures and induction programmes are carried out by management and trustees to ensure all staff are suitable to work with children. Persons who do not have the appropriate checks are never left alone with the children. The majority of staff are qualified, and there are regular supervision sessions, annual appraisals and on-going training to identify and support their development. All policies and procedures are in place, including an equal opportunity policy that includes special educational needs. Staff work with parents and where relevant with other professionals to meet the needs of individual children. However, not all staff are secure in their knowledge of how to implement the setting's policy for children with disabilities or special educational needs. This means not all staff are currently able to offer the fullest support to further promote these children's individual needs when they attend.

A formal written self-evaluation is currently in the process of being completed, however, management and staff form a close knit team who regularly meet together to verbally self-evaluate and monitor the provision. They talk to parents to seek their views, have a suggestion box to which regular contributions are made and all requests and comments are noted and acted on. Staff constantly seek to develop children's experiences as they ask them what they would like to see happening and what they would enjoy at the club in future. Parents comment favourably on staff commitment and dedication in providing children with a safe and secure environment. They praise the friendly atmosphere and are pleased that their children have opportunities to try a range of activities.

This setting work closely with the local authority from whom they regularly seek advice and support and have made several improvements since their last inspection. This includes further training to increase the number of qualified staff, developing risk assessments on the premises and including thorough procedures for school collections to safeguard children's welfare. All mandatory documentation is maintained appropriately and policies and procedures reviewed. All information is shared with parents and the complaints procedure is now available to them.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	116889
<b>Local authority</b>	Reading
<b>Inspection number</b>	813535
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Indian Community Association
<b>Date of previous inspection</b>	11/02/2010
<b>Telephone number</b>	0118 961 7713

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years

Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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