

Emmer Green After School Club

Emmer Green Youth & Community Centre,, Grove Road, Emmer Green, Reading, RG4 8LN

Inspection date	23/09/2013
Previous inspection date	18/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Leadership is strong and effective in sustaining a good quality provision. Management have a good awareness of the strengths and areas for improvement of the provision. They have set ambitious goals to maintain and improve future outcomes for children.
- Staff are effectively deployed and policies and procedures fully implemented.
- The setting provides children with a good range of activities indoors and outside, with an emphasis on having fun and relaxing after school.
- Staff keep children safe. They have good knowledge of procedures to follow should they be concerned about a child in their care.

It is not yet outstanding because

- While children have some say in activities, on a daily basis their views are not sought and included in future planning. This results in some missed opportunities to set challenges that are based on children's interests to further improve learning outcomes.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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

- The inspector talked with the manager and members of staff.
- The inspector spoke with a representative number of parents.
- The inspector sampled the club's regulatory paperwork.
- The inspector and manager observed children at play.

Inspector

Susan May

Full Report

Information about the setting

Emmer Green After School Club is run by a parent committee. It first opened in 1997 but re-registered in 2007. The After School Club operates from rooms within the Youth and Community Centre in the Emmer Green area of Reading. The club is open each weekday from 3pm to 6pm, term time only. The After School Club is also registered on the compulsory and voluntary parts of the Childcare Register. Children over eight years also attend. Currently, there are 51 children on roll, of which 30 children are under eight years, with three children in the early years age group. The children share access to an enclosed outdoor play area. The club employs eight permanent members of staff. Of these, seven staff members have relevant childcare qualifications.

What the setting needs to do to improve further

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

- take into account the views of children when planning in order to set challenging targets that are based on children's interests to further improve learning outcomes .

Inspection judgements

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

Children's needs are met effectively in the afterschool club. They are eager to attend, greet staff and each other happily and have fun as they relax after their day in school. Children initiate their own learning and make good progress as they choose what they want to play with and decide whether to stay indoors or go outside. Staff seek information from parents about children's starting points so that children's needs are well known. Children access a range of age-appropriate toys and activities that promote all areas of learning. They have some say about what resources are put out on a daily basis. However, their views about future activities and events are not always sought. This means that when staff complete future planning there are some missed opportunities to offer activities that are based on children's interests and provide further challenges in their learning.

Staff supervise children very well as they deploy themselves effectively. Staff are very aware of the needs of the youngest children and make sure they are on hand to support them as they talk about what they are doing. The well-qualified staff recognise children's stage of development and help them extend their skills and learning as they join in with their play. For example, when a child makes a bed for Harry Potter's House the conversation is skillfully led so that words like 'dormitory' are used. This helps extend children's vocabulary. Children have access to a range of books and sit and relax in a cosy

area if they want a quiet time. Outside, children enjoy games. This promotes their physical development as they run around and additionally their understanding of working together and taking turns. Children enjoy using a range of arts and craft materials to develop their creativity. They take part in role-play and with staff encouragement act out both real and imaginary situations. Children begin to find out about staying healthy as they talk with staff about why their knee is sore after playing football and complete simple first aid on a member of staff who is 'hurt'. Games and activities such as making patterns with beads and identifying shapes help children's emerging mathematical knowledge. Children play well together and clearly have a good relationship with staff and each other. This good communication helps children, particularly those who are new at the setting, feel a sense of belonging that helps build confidence and self-esteem. Consequently, children develop increasing social skills and attitudes that help support them in the school setting.

A key person system is in place and progress records are completed for the youngest children by staff who are experienced in implementing the Early Years Foundation Stage. Staff record observations and details of their key child's developmental needs. Staff know the children well and recognise the progress they make against the expected targets for their age and stage of development. This along with increasing links with school staff helps to ensure the children's next steps in learning are supported.

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

A strength of the setting is the relationship between staff and children, which is very caring and positive. This promotes children's personal, social and emotional development very well. Staff manage children's behaviour effectively as firm but fair boundaries help children understand right and wrong. Children know and follow the routines of the club and settle in quickly supported by older children who take it upon themselves to look after the younger ones. For example, older children make sure younger ones are included in their play and help them find their names at the tea table. Children listen to each other carefully taking note of what they have each done at the weekend and asking questions, showing their interest in the lives of others. All children are valued and children begin to find out about each other's lives as they recognise similarities and differences in each other. Festivals and events important to them are celebrated. Children begin to learn about keeping themselves safe as staff remind them that the soup for tea may be hot and to take care when they eat it. Children move around freely in the play spaces available to them and choose what they wish to play with from attractive and age-appropriate resources that promote learning in all areas.

Children engage in lots of physical play activities in the fresh air to promote their good health and well-being. An independent sports group visit once a week to provide further opportunities for physical exercise. Children begin to understand about keeping themselves healthy as they go to the bathroom of their own accord before meals demonstrating that they are aware of following good hygiene routines. Staff know children's individual preferences and dietary needs well. Staff encourage the children to look after themselves and take care of their needs to gain good self-care skills. Children take responsibility as they help set out the table for tea, make a list of which children want

soup with their rolls and pour out the drinks. This helps promote children's independence. To promote good future eating habits, children sit and chat together with their friends and staff make mealtimes a social and enjoyable occasion.

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

Leadership and management of the provision are good. The manager is well supported by the committee and staff. Staff work well as a team even though some staff are relatively new. The manager ensures that all staff understand their role and responsibilities with clear vetting and induction programmes followed. Persons who do not have appropriate checks are never left alone with the children. A staff appraisal system is in place to identify training needs. Staff are well-qualified and demonstrate a good understanding of how children learn. Staff offer children good levels of care and create a safe and secure environment. Staff follow risk assessments to identify hazards and minimise risks that help ensure children play in a safe environment. Policies and procedures are available for parents with any that have been updated shared with them. For instance, the reviewed behaviour policy has been included in the parents' newsletter. All recommendations from the last inspection have been addressed for example; all staff have received safeguarding training. Staff knowledge and understanding of their responsibilities relating to child protection is clear. They know the procedures to follow in the event of any concerns.

Staff have worked hard to make considerable improvements to their practice and the service offered. They have sought advice from an external agency and from other local childcare settings. Staff have maintained their improvements through regular staff meetings that include discussions on how they would like to see the practice moving forward. Views and suggestions of parents are requested. An action plan is in place that outlines the club's strengths and weaknesses and where progress can continue to be made. This demonstrates a commitment to maintaining and improving the good standards of care and education they have achieved for the benefit of the children. Parents report that they are happy with the club. They comment favourably on the organisation and communication, the positive attitudes of the staff and confidence that their children are in a safe and secure environment. Parents are pleased that their children have opportunities to try a range of activities and like seeing the range of arts and craft items they bring home. Staff also have a developing relationship with the school; building relationships that help to provide continuity and promote children's overall welfare and learning.

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 action. 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

Unique reference number	EY364352
Local authority	Reading
Inspection number	886418
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	51
Name of provider	Emmer Green After School Club Committee
Date of previous inspection	18/09/2012
Telephone number	07598 976016

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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, which are usually the childminder's 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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