

Coley Park After School Club

Wensley Road, Coley Park, Reading, Berkshire, RG1 6DW

Inspection date	01/10/2013
Previous inspection date	12/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children have a strong sense of being part of their community and learn to respect and take pride in it.
- Children benefit from continuity of care as good working partnerships exist between the after school club staff, their teachers and parents/carers.
- Dedicated staff are sensitive to the needs of children with additional requirements, such as those who have special educational needs and/or disabilities, or those children who are learning English as an additional language.
- Practitioners consistently give the highest priority to the safety of children and support their growing understanding of how to keep themselves safe and healthy.

It is not yet outstanding because

- Key persons are not always planning enough challenging activities for individual children due to time constraints at the club.

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 observed activities and care routines across the large indoor play areas, talking with staff, children and parents.
- The inspector reviewed documents relating to safeguarding, staff recruitment and self-evaluation, and checked a selection of other policies.
- The inspector sampled a range of documentation, including children's records and progress checks, the settings' planning and evaluation documents and information sharing with parents.
- The inspector took account of the views of parents spoken to on the day, checked the complaints log and reviewed information provided by parents in their responses to several questionnaires.

Inspector

Helen Robinshaw

Full Report

Information about the setting

Coley Park After School Club is part of Early Years and Extended Schools Services and is run by Reading Play. It opened at the current site in 2002 and serves the needs of families in the surrounding area. The after school club operates from Coley Park Community Centre where it use one main room, a large hall and outdoor area. It opens from Monday to Friday during term time from 3pm - 6pm, with the flexibility to pick children up at 5pm. Children are collected from St Mary's and All Saints CE primary schools. Children from other schools may attend if arrangements can be made for them to be brought to the premises. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language. There are no issues which may hinder access to the premises.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll aged from four to 11 years, of whom eight are in the early years age range. The setting employs three staff, two of whom hold a National Vocational Qualifications in Play Work to level 3. The third member of staff is an apprentice and in training.

What the setting needs to do to improve further

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

- consider ways to extend the assessment system further to fully enable planning to continually challenge children to make the best possible progress.

Inspection judgements

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

Children enjoy themselves in this caring and challenging community based setting where their needs are well met. Staff have a working knowledge of the Statutory Framework for the Early Years Foundation Stage and the application of guidance and legal requirements. They know their responsibility to meet the legal requirements of delivering programmes of learning that cover a broad range of experiences for the children. As a result, they offer a well-balanced range of activities that stimulate all areas of learning in a different way than would occur at school. Consequently, children do not regard the after school club as an extension of school, but as a playful, social transition between school and home.

Coley Park After School Club has the entire run of the Community Centre from 3pm to 6pm each weekday afternoon. Children often begin the session in the minor hall, where

they chose from a range of resources carefully designed to meet the needs of the different age groups attending. Children seeking a quieter time at the end of the school day can relax and unwind. They choose between carpet-based activities such as imaginative play, reading, construction or chatting with friends, and tabletop colouring and puzzles. Others move straight into adult-led activities that challenge them to try something new or opportunities for free-expression and creative flair. These activities change on a daily basis providing all children with a stimulating, enjoyable and diverse learning environment. For example, children learn how to turn a piece of paper in to a number game, or a three dimensional model where facial features are added to make an animated puppet. Some children become completely engaged in this activity and experiment with further adaptations of the simple model. Others move on to the painting table to experiment freely with brushes and sponges. Diverse and challenging practice helps to promote the learning and development of all children as they try out new things, discover new skills and take pride in their achievements.

Staff soon get to know the children in their care well. They observe their behaviour as they collect children from school, walk them through the community, cook and eat with them, and have fun playing big team games together. This helps children feel secure in their relationships with the staff as they know they have their best interests at heart. Each child has a key person who works with families so that children settle in quickly. Initial questionnaires for parents help staff understand children's likes and dislikes, special needs or requirements. Exchanges of information at the end of each session enable parents and staff to keep abreast of children's learning and development and foster good partnerships.

All children are generally working comfortably within the typical range expected for their age. Together, staff and children prepare brief observations and session summaries once or twice a week. Children draw or write about something new they have achieved that session and the food they have enjoyed eating that day. The effectiveness of this strategy is under review as parents rarely use the information. Nor is it a strong platform for staff to note how they propose to enhance the children's development further. Staff are looking for more efficient and effective ways to record how they target strategies and interventions to support children's learning. Weekly meetings are times when staff discuss children's progress. They use their observations to plan suitably challenging activities for the following sessions. However, there is not always sufficient time set aside for this to provide staff with opportunities to focus on developing children's individual strengths.

The setting welcomes children from a range of backgrounds. Staff are proud of their contribution in meeting the needs of children for whom English is an additional language. Children smile as they talk about their skills in both languages and joke that they also now like to eat meals from both countries too. This confidence and humour suggests that the setting is playing an important role in providing a strong foundation for children to become more independent and successful. Children with special educational needs and/or disabilities are also welcomed to the setting. Dedicated staff work hard to link with children's schools, statement requirements and team around the child meetings, so all children progress well in their care.

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

Sensitive, caring members of staff make even the youngest, new club members feel secure and emotionally confident. Staff collect most of the children from their respective class teachers at the local schools. They exchange brief updates with the class teachers, gather the children's belongings and pick up reminders for the next day. Where parents wish it, the after school club staff listen to children reading and update the record book accordingly. This is another example of continuity between school, club and home. Similarly, some children choose to finish their homework at the club, leaving them free to enjoy the remainder of their evening at home. Children enjoy a secure base from which to explore and learn greater independence. Parents are reassured as they see their children looking forward to the after school club. Some also work around their children's wish to stay until 6pm rather than leave at the earlier time of 5pm.

Children have a strong sense of being part of the community. Some attend the centre at other times for friends' parties and family celebrations. For Reading Play, the organisation behind the club, valuing communities and promoting positive behaviour are important attributes. The after school club is at the heart of the community, with the school, shops, park and other facilities within easy reach. Children recognise this, and learn to respect and take pride in their community.

On fine days, the staff base some of their activities out in the community, visiting the park or going on a nature walk. At other times, the large hall in the community centre is a good location for burning off energy. A list of varied and challenging physical and creative opportunities is available on the settings' website. These rotate around giving children a stimulating and diverse range of things to do and games to play. Another aim for the club organisers is to encourage physical activity that is not just restricted to a sporting environment, and they certainly achieve this. Badminton, football, bowling, circus skills, cricket, parachute games, skipping ropes and hoops are just some of the physical activities offered to encourage fitness. Children learn the importance of working together to improve new skills and pull together as a successful team. This helps them meet new challenges while also learning to negotiate and communicate effectively.

A good session of exercise is followed with a snack and conversation around the table. Children have plenty to talk about as they discuss the challenges and achievement of the last couple of hours. Sometimes the staff cook with the children; for example, when they make scones to celebrate St George's day in a typically English way. In readiness for Diwali, staff provide clay to model diyas lamps and learn about the tradition to light up the way for the Hindu goddess Lakshmi. High days and holidays throughout the year become a focus for learning, discovery and creative arts. These experiences help children to understand and tolerate cultural and religious differences and to make links between similarities and differences in traditions.

Staff have well established links with the local school and good relationships with the class teachers. Children collect each other from different classrooms and walk through the school as they do so. Moves to new classes therefore follow easily as children are already familiar with the expectations and activities that occur within them. Friendships develop

across age groups and between mixed groups of boys and girls, breaking down age barriers and bringing them together as a cohesive group. Children learn road safety skills as they walk together and cross the busy lane between the community centre and the school under supervision. Older children repeat phrases they have heard routinely and explain the potential risks to the younger children. This continues throughout the day as older children confidently guide younger children on tried and tested ways to do things. Learning to assess small risks and make good judgements helps children gain confidence and courage to try new tasks.

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

Leadership and management are effective in understanding and following through the requirements of the Statutory Framework for the Early Years Foundation Stage. A full range of policies and procedures are available to parents on request. The provider reviews and updates these routinely, making sure that parents and children benefit from latest published guidance. Daily routines run smoothly and are well-organised, thanks to the strong teamwork of the staff. The experienced site leader and her committed team provide an exciting and safe learning environment where children thrive.

New formats for assessing and monitoring children's progress and initial starting points are in place. These reflect a balance between Early Years Foundation Stage areas of learning and development and the Play Principles. However, these procedures are due for evaluation as they take up a lot of staff time and do not always yield the information staff require. Children are generally working comfortably within the typical range of development for their age. Strategies to challenge them further are now the focus. Children with special educational needs and/or disability or those who speak English as an additional language are monitored closely and also make good progress from their point of entry.

Staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage, which are embedded in their daily practice. Children's safety is their highest priority with parents acknowledging they feel reassured by the measures in place. Clear policies exist for the recruitment, vetting and induction of new staff and volunteers. This helps to ensure all adults working with children are suitable to do so. All staff attend safeguarding training and are confident of the procedures to follow in the event of any concerns about a child or member of staff. Both the site leader and her deputy have qualifications at level 3. The site leader also has training as a school teaching assistant, which she finds helpful when guiding children with their homework. Training in paediatric first aid, and in food preparation and hygiene are also updated routinely.

Staff are encouraged to increase their professional skills through observation of good practice in specialist settings and by attending training related to the children's needs. Self-evaluation processes have raised questions about the catchment area of families who use the club. Improvement plans therefore focus on a study of the local demographics and

how services may reach a more inclusive market.

The site leader and her team have particularly good working relationships with parents, local schools and other agencies in the community. Staff link with other after school and holiday clubs run by the provider in the borough and benefit from working in other specialist schools. This promotes continuity of care in children's care and learning. Staff have a good knowledge of children's needs and work closely with parents. Verbal feedback from parents is very positive, as are comments and suggestions from recent parent questionnaires. Parents feel able to talk to the staff at any time. They report that 'the staff work very hard and our children love coming to the afterschool club. We are very pleased to have the club in our community'.

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	EY245927
Local authority	Reading
Inspection number	845683
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	39
Name of provider	Reading Borough Council
Date of previous inspection	12/01/2009
Telephone number	01189 390506

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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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