

Energy Kidz Out of School Club - Hawthorns

WOOSEHILL COMMUNITY CHURCH, Chestnut Avenue, Wokingham, RG41 3RS

Inspection date	06/10/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Energy Kidz out-of-school provides a happy and fun environment at the end of the school day for children. The atmosphere is good, children behave well and relate well to their playmates and staff.
- Staff provide an environment where children are safeguarded and their welfare is promoted effectively.
- Staff are enthusiastic and motivated forming positive relationships with children and their parents.
- Effective leadership and management enables staff to develop their skills, reflect on their work and strive to continuously improve the service offered.

It is not yet outstanding because

- Systems to ensure the youngest children are able to fully contribute their ideas for activities are not yet robust.

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 toured the premises and viewed the resources with the manager.
- The inspector observed the children at play and also their interaction with staff.
- The inspector looked at policies, records and documents provided by the manager and area manager.
- The inspector discussed the provision with four parents.
- The inspector discussed the service with staff, the manager and area manager.

Inspector

Lynne Lewington

Full report

Information about the setting

Energy Kidz Out of School - Hawthorns Out of School Club is held at Woosehill Community Church, Wokingham, Berkshire. It offers after school care to children aged between four years and 11 years of age. Children attend the adjacent school. Children have access to the church hall, a smaller room on the ground floor and two rooms on the first floor. The school playing field is used for outdoor activities. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is open after school from 3.30pm until 6pm term time only. There are seven members of staff including the manager, and five of them hold suitable qualifications in childcare.

What the setting needs to do to improve further

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

- improve systems for exploring the views of the youngest children to enhance their involvement in the planning of activities.

Inspection judgements

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

Children are happy, settled and enjoy attending this setting. They participate in a variety of fun activities which encourage all aspects of their development. Staff recognise that children may be tired after a full day in school and so ensure children have opportunities for relaxation or lively physical activities.

Good use of the outdoor play area enables children to develop their physical skills and let off steam after a busy school day. For example, as they play ball games and use the adventure playground. If the weather prevents outdoor activity space is made indoors for physical activity, such as ball games. Children enjoy craft activities demonstrating their increasing creative abilities. For example, they draw and write, build with small bricks, play board games, become engrossed in lining up cars and complete jigsaw puzzles. In addition, they can choose and read from a range of good quality fact and fiction books, and prepare their own snack. Staff encourage children's participation through their interest and role modelling. They observe and talk to the children and recognise the importance of constantly challenging the children's developing abilities across all areas of learning.

Systems are in place to enable children to make suggestions about the activities on offer. However, the system for gathering this information relies heavily on writing. This means that the youngest children have fewer opportunities to share their views and wishes than their older playmates.

The key person system helps to ensure the youngest children settle and become involved in all that is happening. It also helps to promote good communication with parents and teachers as information is shared which helps create mutual understanding of the individual child.

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

Staff are positive role models, responding calmly and consistently to the children. Consequently, children behave very well in the calm and friendly atmosphere of this setting. They respond to gentle reminders from staff about good manners and learn to consider the needs of others in their play. The setting's inclusive approach helps to ensure children feel welcome and make good progress. Children have a good rapport with staff and they confidently approach staff for help when required. Staff talk to the children about relevant events in their lives, school and families. This provides a good opportunity for children to talk about changes in their lives.

Children develop an awareness of safe behaviour through planned activities and discussions. For example, children learn safety rules as they walk each day from school to the club. They understand what action to take in an emergency as they regularly practise fire drills with the staff. Children independently wash their hands before they have snacks and understand the importance of good personal hygiene. Staff follow good hygiene routines to prevent the spread of infection as they maintain the cleanliness of the areas used by the children. This is particularly evident at snack time where appropriate food hygiene procedures are followed. Children make choices at snack time as they help to prepare their snacks from a variety of healthy foods. All the required documents are in place for recording accidents and administering medication along with an appropriately stocked first aid box. There is always a member of staff present with a first-aid qualification. Parents are asked to acknowledge that they have been informed of any accidents. The accident records are maintained by the company in a central record and they review the records each half term. Management make a note of any reoccurring accidents which may indicate that staff practice, use of equipment or the environment needs improving. The management team are very vigilant about ensuring sufficient staff are supervising the children at all times to safeguard children's welfare and well-being.

Staff demonstrate a clear understanding of all aspects of safeguarding and the action they must take if they are concerned about a child. The premises are secure and appropriate measures are taken to ensure that children are collected by known people.

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

Leadership and management are strong. Systems for the recruitment, vetting and induction of staff are effective in ensuring that children are cared for by suitably qualified and experienced staff. Staff have opportunities to undertake training courses with the

company. This is reflected positively in staff skills as they interact well with the children. The variety of activities available enables children to experience activities which encompass all areas of learning.

Regular staff meetings, supervision and annual appraisals help to promote a positive working environment where staff fully understand their roles. Staff meetings provide opportunities to discuss plans and daily activities in addition to ensuring all staff are aware of their broad safeguarding role. Appropriate safeguarding policies are in place providing guidance and information about what action the setting will take. Policies are also in place to safeguard children with regard to the use of personal mobile phones and cameras on the premises.

Staff have established positive relationships with parents as they share daily information with them about the children's activities. Parents report that staff always make them feel welcome, are helpful and responsive. They feel well informed about the setting and the activities children participate in. Links with the school are strong and information is shared as required in order to meet children's needs effectively.

The setting is constantly striving to develop the high quality service it offers. Feedback from staff, children, parents and management help to inform the settings development plan. The plan includes aspects for improvement, what action is required and a timescale for each improvement. They find this system effective as they work towards improvements and can reflect on the positive impact changes have made. For example, safety was improved after rules were implemented for play in the adventure playground. A better system for snack time has been implemented resulting in a more relaxed social snack time where children can develop their independence skills with supervision. Management recognised that staff needed more training about safeguarding and so all staff have undertaken this, improving their knowledge and confidence in this aspect of their work.

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
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY467461
Local authority	Wokingham
Inspection number	956096
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	48
Number of children on roll	122
Name of provider	Energy Kidz Ltd
Date of previous inspection	not applicable
Telephone number	08455194470

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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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