

# Thumbs Up Club located at Addington School



Woodlands Avenue, Woodley, READING RG5 3EU

<b>Inspection date</b>	5 August 2019
Previous inspection date	4 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### This provision is outstanding

- The club is extremely well managed by qualified teachers who have high levels of additional training and experience in supporting children with special educational needs and/or disabilities (SEND). The dynamic parent committee helps the club go some way to meeting the enormous local demand for their services.
- Accurate and thorough self-evaluation includes the views of staff, parents, children and advisory services. The manager is swift to attend to guidance on all areas of safeguarding and welfare and to implement improvements. Parents praise staff for their professional conduct and attention to safeguarding practices. They are confident that their children are safe, protected and having fun.
- Staff think creatively about how they can overcome barriers and develop children's self-confidence. Children in wheelchairs access a new ball pool, because it has deflatable sides. Physically vulnerable children enjoy the safety of their own bouncy castle while playing alongside new friends. Children thrive in rare opportunities to be fully included, make friends and embrace adventure.
- Many parents described the very positive impact that the club achieves. They say that in caring for the children, the club also provides respite care, improves family unity and sustains parent-child relationships. Children flourish.
- Staff make excellent use of very different experiences to promote children's communication skills. For example, children have plenty to communicate about when a travelling farm visits the club.

## What the setting needs to do to improve further

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

- follow through ideas to enhance the already excellent partnerships with parents, professionals and other settings that children attend to support even greater consistency in their care and development.

### Inspection activities

- The inspector read many letters from parents and carers and talked to many parents and carers at the onset of the inspection to gather their views on the nursery and their children's progress.
- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager and the deputy manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff training had contributed to children's welfare and development.

### Inspector

Helen Robinshaw

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager continues to develop her ambitious vision for the club. She is diligent in meeting high professional standards in every aspect of the club. The senior management team ably meet the needs of the rapidly increasing number of children with more complex SEND, who enrol at the holiday- and after-school clubs. Their partnership with the host school is exemplary and provides extremely safe, purposely designed and diverse play areas for all the children. The manager is astute and listens carefully to parents. She sees the enormity of the services that the children and families in her care need and structures improvements in rapid, but manageable steps. For example, she has identified new ways to enhance consistency in children's care and development with schools and other clubs that children attend. The manager ensures that all staff undertake training in safeguarding before they work with the children. She continues to check and extend their understanding of how to protect children with SEND. Safeguarding is effective.

### Quality of teaching, learning and assessment is outstanding

Highly effective communication between the manager, parents, visiting professionals and staff help children achieve new skills in the short time they attend the club. For example, the manager establishes children's next steps in learning before they join the setting. Visiting professionals, such as physiotherapists show staff how to achieve them. Staff follow their guidance and develop opportunities throughout the day for children to practise new skills. Children noticeably develop at a faster rate. For example, they begin to use changes in eye-gaze more consistently to express their choices or move a finger towards a page to indicate they are ready to continue with a story. Highly qualified and experienced senior staff continue to work alongside, coach and train junior staff. They have realistically high expectations for each child, inspire them to manage new challenges and share their achievements with their parents each day.

### Personal development, behaviour and welfare are outstanding

The manager and her deputy ensure that every child has a care plan in place before they start at the club. Parents say that they are hugely reassured and confident that staff meet their children's individual and often complex needs through their exemplary practice. Staff double check children's needs, allergies and attitudes against activities planned for the day in their early morning briefing. For example, children with allergies may take pictures of visiting farm animals rather than stroking them. Staff prepare other children, who do not particularly like change, to anticipate the fun of seeing real ducks and move on to a new adventure. Staff completely understand how children respond to high levels of stimulation. They help them to develop ways of managing anxiety and to make positive choices about their behaviour. Children who are physically and mentally exhausted after energetic soft play and social interactions, relax in calm spaces, such as the sensory light room or the splash pool.

## Setting details

<b>Unique reference number</b>	EY401960
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10112935
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 19
<b>Total number of places</b>	61
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Activity Club for Children with Special Needs (Berkshire) Committee
<b>Registered person unique reference number</b>	RP520792
<b>Date of previous inspection</b>	4 April 2013
<b>Telephone number</b>	0118 966 9073

Thumbs Up Club located at Addington School began in 2002 and reregistered in 2009. The charity is run by a small committee and is based at Addington School in Woodley. The holiday club operates each weekday from 9.30am until 4pm for two weeks in the Easter holidays and four weeks during the summer holidays. The after-school club operates each weekday during school terms from 3.30pm to 6pm. Both clubs care for children from the surrounding area who are aged three to 19 years of age and who have special educational needs and/or disabilities (SEND). Together, the club employs 52 staff, 20 of whom hold relevant qualifications at level 2 and above. Of these, 12 staff hold qualifications at level 6. Three of the management team are qualified teachers. Most of the remaining staff have experience of working with children with SEND.

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