

# Positive Steps After School Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY364142
<b>Inspection date</b>	10 June 2008
<b>Inspector</b>	Sonjia Nicholson
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<b>Registered person</b>	Positive Steps Children's Day Nurseries Limited
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Positive Steps After School Club was registered in 2007. The After School Club is located at Stokenchurch Primary School in the village of Stokenchurch in Buckinghamshire. It is privately owned by Positive Steps Day Nurseries Ltd who operate a day nursery in the village and several other day nurseries in the region. The club serves children from the school and day nursery and is also open to children from other local settings. Children have use of a large classroom, toilets and a fully enclosed playground. There is a separate entrance hall for parents.

The After School Club is registered to care for 30 children from three years to eight years, although children may attend up to the age of 12 years. There are currently eight children on roll. Two staff are employed to work with the children; one of whom is qualified to level 3. The other is currently undertaking a level 3 qualification in Play work. The After School Club receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy within the setting as they develop good hygiene habits, such as, washing their hands after going to the toilet and before having tea. Staff prevent cross-infection by ensuring tables are wiped clean before food is served. Details of accidents to children are recorded on individual sheets and signed by parents so they are aware of the treatment given, including any accidents that occur within school hours. One member of staff holds a first aid certificate and is able to deal with minor injuries to children using items from the first aid box; this meets current guidelines but lacks sufficient quantities required for the registered numbers. In the event of a more serious accident, staff follow the 'Accident Policy' in place which means children receive prompt care; parents' give their written consent for staff to seek emergency treatment.

Children have protection from the spread of infection as parents sign the terms and conditions of the setting which include agreeing to keep their child at home for at least 24 hours after a bout of sickness or diarrhoea or the first dose of antibiotics. There are satisfactory systems in place to administer and record details of any medication given to children. Children have daily opportunities to play outside in the fresh air and release some energy after their busy day at school. They have great fun playing with the staff using bats and balls to develop their hand/eye co-ordination and other physical skills, such as running and jumping. Children also have use of footballs and the schools scooters and ride-on toys.

Children have access to water throughout the session from a jug located on the table to ensure they are not thirsty. Staff offer children a drink on arrival at the club and again with their tea; they also take the jug of water with them during outdoor play as it is a hot day. Children enjoy a substantial tea of spaghetti on toast which they serve themselves followed by fresh melon or apple. Other nutritious options include; sandwiches, cheese/crackers, teacakes, tuna ploughman's and pizza fingers. Some food is prepared off-site and transported to the club, for example, jacket potatoes, but as children consume them within two hours it poses no risk to their health. Staff follow some good hygiene practices, such as, recording the refrigerator temperature each day, however, they do not wear gloves or aprons to prepare and serve food.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children play in a bright, clean and generally safe environment, although socket covers within the classroom remain exposed which poses a risk to children. Staff ensure the room is well-ventilated and checked for hazards before children arrive. There is a separate entrance hall used by parents which contains named pegs for children to hang their coats and belongings on so they do not get lost. Children use a satisfactory range of age-appropriate toys and equipment set out by staff, including; construction apparatus to make models, modelling clay and creative materials. Children can also make choices about what they want to do and have easy access to the storage unit containing further good quality items, such as, cars, dolls, board games and sewing kits. The range of toys is sufficient for the numbers currently cared for.

Children are well-supervised at all times and remain secure within the building and grounds, for example, staff escort them to the toilet and ensure everyone plays together either inside or outside at the same time. Children enjoy a visit from the local Police Community Support

Officers (PCSO) during the session and have the opportunity to explore the police car in the car park; staff talk to children about how to behave and remind them to stay together. The school caretaker helps to create a safe environment for children by liaising closely with the club staff and ensuring the school gates are closed during the visit. Children arrive safely at the club as staff have established a good procedure for collecting them. This includes meeting children in their classroom and ensuring teachers sign to release them from their care making it a very safe handover.

There are policies in place regarding a child becoming lost within the club or if a parent fails to collect their child. Children do not leave the club unless a known adult collects them; parents provide details of emergency contacts and a password to use in the event a known adult is unable to collect them. Children take part in activities and discussions which help them learn how to stay safe, for example, following the visit from the PCSO they talk about the reasons why seatbelts must be worn when travelling in a car and play a game about 'Stranger Danger' and what to do if they are approached by someone they don't know. They are very interested and concentrate well, even though tea is ready for them. Children are able to describe how they would leave the building during a fire evacuation as they practise during school hours. Staff also know what to do, however, they do not practise during the times the club is in operation to ensure everyone, including any children attending from other settings know what to do. Children have protection from possible abuse and neglect as staff have a good understanding of their role in safeguarding children. They recognise the types and signs of abuse and know the procedure to follow to report them. The setting has a copy of the Local Safeguarding Children Board procedures but parents do not currently see this; there is also a Child Protection policy which demonstrates how staff maintain children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy their time at the club. They are familiar with the established daily routine and as a result appear happy and settled. Children of differing ages play well together and the atmosphere is calm and quiet; it becomes livelier when they play outside. Children are interested in what is going on and enjoy positive interaction from staff in their play and learning, for example, they play a game together and enjoy discussing issues raised following the visit from the Police Community Support Officers.

Children take part in a wide range of activities as detailed on the weekly planning sheet; this covers physical and creative development, construction and a group activity. Staff value children's ideas and input into the club, for example, asking them to suggest ideas for the new display in the entrance hall. Children benefit from the fact that staff have a good understanding of their needs after school and consequently, do not put any pressure on them to join in activities, for example, children show little interest in starting the display for the entrance hall so staff allow them to explore the craft materials and make their own pictures instead. There are ample opportunities for children to relax and do what they want to do; they enjoy playing with cars, using modelling clay and making models using various construction equipment. Children develop good relationships with staff and confidently approach them to initiate conversations and ask questions.

## **Helping children make a positive contribution**

The provision is good.

Children learn about the wider world as they celebrate festivals, such as, Chinese New Year and play with some toys and resources that reflect diversity, such as dolls and a puppet. They make cards and presents to mark events like Mother's Day and Valentines' Day and begin to learn about the jobs that people do from visits by the Fire Service and Police Community Support Officers (PCSO) who bring a big bag with police helmets for men and women and fluorescent tabards for the children to try on. Children ask questions about their radios and answer questions posed by the PCSO's, such as, 'what animals do the police use to help them do their job?' Further good links have been developed within the community to raise the profile of the club, for example, staff organised a stall at the recent village summer fete to meet and greet parents, children and local residents.

There are currently no children attending with learning disabilities and/or difficulties or who speak English as an additional language. The club Manager is also Special Educational Needs Co-ordinator (SENCO) at the nursery and has attended SENCO training which means she has a good understanding of the issues to consider, for example, close liaison with parents and teachers to ensure children's needs are met. Children behave well. Staff give children occasional reminders about how to behave and use suitable strategies when their behaviour is inappropriate, for example, the opportunity to calm down before discussing the matter. As an incentive, staff use a star chart to reward good behaviour and give children plenty of praise and encouragement.

Parents value the service provided, particularly those who work, and like the fact they can use childcare vouchers to make payments. They appreciate the opportunity for children of different ages to mix with one another, feel it is a continuation of their child's nursery/school care, consider the staff to be approachable and like the fact children try various fruits at teatime. Parents feel the outdoor area is stark but appreciate the club are not in a position to rectify this; they would also like to see a holiday club in the future. Parents receive a policy pack when their child starts at the club and have access to a notice board which contains relevant information, such as, menus, certificates of registration and insurance and planning. Parents receive a friendly welcome from staff on arrival; they give them verbal feedback about their child and what they have been doing and also complete a daily diary sheet which is displayed in the hallway.

## **Organisation**

The organisation is satisfactory.

Children are cared for by suitable staff who have been appointed using robust recruitment procedures. The club manager has recently taken on the role but is also employed as the nursery deputy manager so is familiar with many of the policies in place. She works well alongside the play worker who is currently studying for a play work qualification. Some of the policies and procedures in place do not always relate to the practice that takes place within the club, for example, staff do not use a probe to check the temperature of hot food as detailed in the 'Food policy' or keep a list of notifiable diseases on the notice board as stated. Other policies lack detail or need amending to ensure they are accurate.

The club has yet to fully develop its own identity but the manager has a positive attitude and ideas that will benefit the children attending. Senior management give staff regular support and have plans in place to extend the current appraisal system to club staff so their training needs and achievements are identified. Staff organise the play room so that children can move

and play freely both inside and outside. There are enough age-appropriate toys and resources to meet the needs of the current number of children cared for but would not be sufficient if numbers were at capacity. All regulatory records are maintained and shared with parents as necessary, for example, they sign accident sheets to acknowledge the treatment administered. Documentation is stored with confidentiality in mind but is easily accessible if needed during the session. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue to extend the selection of toys and equipment, including those reflecting diversity as numbers of children attending increase
- practise the evacuation drill on a regular basis when the after school club is operating so that all children and staff know how to leave the building safely and quickly and record details for future reference
- ensure all written policies contain the necessary detail, relate to the after school club and are fully implemented by staff.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)