

# Positive Steps After School Club

Inspection report for early years provision

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**Unique reference number** EY364142  
**Inspection date** 14/10/2008  
**Inspector** Susan Thomas Pounce

**Setting address** Stokenchurch Primary School, George Road, Stokenchurch,  
HIGH WYCOMBE, Buckinghamshire, HP14 3RN

**Telephone number** 01494 484 762  
**Email** info@positivestepsnurseries.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Positive Steps After School Club was registered in 2007 and opened in January 2008. It 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 the day nursery and is also open to children from other local settings. Children have use of a large classroom, toilets and a fully enclosed play ground. There is a separate entrance hall for parents.

The club opens each weekday from 15.30 to 18.00 term time only.

The After School Club offers places for up to 30 children from three to eight years, although children may attend up to 12 years. Therefore the provision is registered with Ofsted on the compulsory and voluntary parts of the childcare register.

There are currently eighteen children on roll. All attend Stokenchurch Primary School.

There are three members of staff employed to work with children; two of whom are 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.

This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

This good after school club effectively promotes children's welfare because staff have a secure knowledge of children's individual needs. The children are cared for in a safe and inclusive environment. They make good progress in their learning and development as they enjoy their time at the club and are eager to be actively engaged in the choice of interesting play activities. Those in charge ensure that there is a good working relationship with parents and others.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the system for self evaluation so that identified key strengths and areas for improvement are shared with all staff
- develop closer links with the school in order to further improve the provision and outcomes for children

## **The leadership and management of the early years provision**

The recommendations made at the last inspection have all been successfully addressed by the provider and the setting's practice is good. Managers ensure high quality support for individuals. The leaders effectively safeguard all children. They ensure that adults looking after children are suitable to do so. Records required for safe and efficient management of the provision are well maintained, including detailed daily and outing risk assessments. Steps taken to promote children's good health and well-being are effective, including those to prevent the spread of infection, and care for ill children. Adults work closely in partnership with parents and others to safeguard children and to promote their care and education. Parents are well known and this ensures they are kept informed of their children's daily routines, care and learning. For example, staff maintain children's individual daily diaries and parents are able to view these records of development to ensure they are informed at all times. Parents and children are welcomed and are well involved, for example, in creating wall displays. Basic links are in place with the school to ensure that information is passed on when children arrive at the provision. However, whilst there are these links with the school they need to be strengthened, in order to bring about further improvement to the provision and outcomes for children.

Managers have an accurate understanding of the strengths of the provision. The provider is strengthening the evaluation and review of its practice, and is aware of the need to ensure that all who contribute to the club are aware of the key strengths and areas for improvement. There are good systems in place in relation to planning and assessment to ensure that children's learning and welfare needs are met.

## **The quality and standards of the early years provision**

The experienced staff are highly committed to providing high quality care for the children. They have a secure knowledge of, and follow effective strategies to promote the children's social, physical and economic well-being. Children's good health is effectively promoted and arrangements for keeping them safe are robust. The children have easy access to a good range of toys and equipment, which are suitable and safe for their age range. These are brought into school on a daily basis. Staff sit with children at their chosen activities offering well-timed interventions. This coupled with good planning and exciting topics results in a good level of progress for all children. The consistent and positive approach of the staff, result in children appropriately managing their own behaviour. The children are polite and behave well. They become aware of sharing and taking turns from an early age. They willingly talk about the activities they enjoy at the club and patiently take turns to serve themselves whilst eating a healthy tea. There is a quiet area for the youngest children, and other areas with cushions and books to encourage reading skills. Staff give good support to individual children, ensuring that those who choose to play alone are not overlooked. Role-modelling good manners, the staff ask permission to sit with them and talk to them about what they are doing.

Staff are keen to follow children's interests when they plan. They provide activities and are successful in facilitating imaginative games. The children thoroughly enjoy the planned topics that include a focus on everyday environments, the community, other countries, festivals and events. Each child has learning targets and work from these topics is celebrated and displayed in the entrance hall. Young ones have time to make decisions and benefit from play possibilities that staff model for them. Staff plan for children to make choices through purposeful play and exploration, both indoors and outdoors. Children learn about hygiene practices and personal care routines as they wash their hands at appropriate times during the session. The staff have a good understanding of creating a safe and welcoming environment in which risks are generally minimised and children generally learn to take care of themselves and each other. The club is reliant on the space provided by the school, however the playground space and the classroom furniture provided is more suitable for the upper age range of the group than the under fives.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.