

Positive Steps After School Club

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

Positive Steps After School Club was registered in 2007 and moved to the current location at Stokenchurch Youth and Community Centre in 2009. It is close to Stokenchurch Primary School and the centre of the village with its many amenities. It is privately owned by Positive Steps Day Nurseries Limited who operate several other nurseries in the region. The club serves children from the school and the nursery in the village and is also open to children from other local settings. Children have use of a large hall, toilets and an outdoor play area. The club opens on weekdays from 3.30pm to 6.00pm in term time only. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 30 children under eight years, all of whom may be in the early years age range. Children can attend up to the age of twelve years and there are currently eighteen children on roll. There are two members of staff employed to work directly with the children and both have suitable qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children spend time after the school day in a safe and secure environment. The staff welcome all children into the group and there is generally a happy atmosphere which meets the children's needs. The children are able to access a small range of daily activities with an option to play outdoors in the fresh air. The staff are starting to establish links with the nearby school to build up partnerships and there are some positive links with families using the club. Staff working on a day-to-day basis in the setting receive steady support from management, though evaluation of the quality of the care does not always identify areas for improvement.

What steps need to be taken to improve provision further?

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

- extend the range of accessible good quality resources to widen choice and variety for the children's enjoyment
- provide children with a greater range of images and resources that promote positive attitudes to disability and to ethnic, cultural and social diversity
- ensure staff in the after school club have access to the full range of information in children's records to ensure they act in line with parental wishes.

The effectiveness of leadership and management of the early years provision

There are sound procedures in place for the safeguarding of children and this includes a secure recruitment policy. A checking procedure ensures staff working with children are suitable to do so and there is an appropriate system in place to support on-going staff training. The staff are aware of how to act if they have child protection concerns and there is an appropriate safeguarding policy in place. Staff regularly complete a tick list to check the environment is safe in most areas and they are careful to record the daily attendance of children and adults at the club. Staff supervise the corridor when children leave the main hall to use the toilet facilities and they ensure an adult is present in the outdoor play area. Staff reflect on their work and they are using self-evaluation to make some plans for future improvements. Staff working directly with the children have access to reasonable levels of support from more senior staff and the team are working together to establish the club in the new premises.

The premises are light and airy with space for the children to move freely and independently. Areas like the kitchen and toilets are clean and suitable for meeting the children's needs. The club has a basic range of resources which staff set out for the start of the club time, according to a simple planning sheet. A display trolley to enable children to select more items for themselves is awaiting repair, though children do ask staff for specific games they know are in the store room. The current range of resources and displays do not provide children with sufficient positive images of the diversity of modern society. Staff respond in a kindly way to the children and they have a positive attitude to making them feel welcome. Many of the families using the club are familiar with the staff from their children's attendance at the day nursery and some children spend time each day in both settings. Small notebooks are in use to enable different staff to communicate messages to parents to help provide continuity to the children's care. Staff are also making efforts to build up channels of communication with the local school. Most parents speak well of the care their children receive and staff seek feedback via questionnaires. Parents have access to policy documents and although some staffing details are not up-to-date they do provide parents with useful information about club procedures. Staff collect sufficient information from parents regarding the individual needs of the children. However, some children's records kept on site for the after school club staff to access do not contain the full range of useful details, for example, whether parents have given consent for them to seek emergency medical treatment.

The quality and standards of the early years provision and outcomes for children

Children play sociably during club time and they appear happy to be attending. Staff provide timely reminders about good behaviour though overall there are few times staff need to intervene. Children enjoy playing outdoors on a large open field and they know the boundaries beyond which they must not venture. Some like to pick dandelions and daisies whilst others use old blankets for imaginary games. A

basic selection of equipment is available to extend children's physical skills. Snack times are popular and children learn how to stay healthy by washing their hands before eating. Although staff do not wear protective clothing when preparing food there is overall appropriate care given to maintaining suitable hygiene standards. Children enjoy foods such as cheese, ham and bread to refresh their energy levels and they quench their thirst with fresh water. Staff are sensitive to children's individual dietary needs and information passes to the cook in the day nursery to ensure appropriate food is sent over for club tea time. Children comment on the how some foods are healthy, such as water melon or milk and they are excited to find seeds in the water melon slices. Staff engage in such discussions with the children but do not pick up on their interests, for example, by extending activities to include gardening and cooking.

Children can choose from a small selection of books and table-top activities. Many choose to spend time using materials to draw, cut or stick and group efforts are on display for all to enjoy. A basic range of construction equipment is usually on offer too along with maybe a boxed game and a jigsaw. Children can ask for items from the store room and a 'magic machine' created at an earlier time is brought out at the children's request. There is a friendly rapport between the staff and the children. There are some practical reminders to children about keeping safe, for example, when they take part in a fire evacuation of the premises. The children are familiar with the routine of club time and this helps them to feel comfortable. An area of the room is set aside for rest and children's own belongings are stored safely, though on hooks above child-height.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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