

Positive Steps After School Club

Stokenchurch Youth & Community Centre, Bartholomew Tipping Way, Stokenchurch, HIGH WYCOMBE, Buckinghamshire, HP14 3RX

Inspection date	01/07/2013
Previous inspection date	26/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff know the children well and trusting relationships them so that all children are well motivated to learn, feel safe and develop their confidence.
- All children make good progress because staff provide challenging and exciting experiences based on their interests and capabilities.
- Children enjoy attending the after school club and develop good attitudes to learning.
- The acting manager and staff have a good partnership with parents, who understand their children's progress and are confident that they are safe and well cared for.

It is not yet good because

- The provider does not keep Ofsted informed of changes as required
- Children have fewer opportunities to develop their understanding of number in their independent play.

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 held discussions with the manager and other members of staff.
- The inspector observed children present playing indoors and outdoors and when engaged in different activities.
- The inspector reviewed children's records and a sample of other relevant documentation.
- The inspector talked with children present on the day of the inspection.
- The inspector talked to parents who were available during the inspection.

Inspector

Gill Walley

Full Report

Information about the setting

Positive Steps After School Club registered at the current premises 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. There are currently four children on roll in the early years age group. There are four members of staff employed to work directly with the children, who all hold relevant childcare qualifications at Level 2 and Level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- Ensure Ofsted are aware of the changes to the person managing the provision

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

- Provide the children with more opportunities to develop their understanding of number during their independent play

Inspection judgements

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

Children learn and develop through a good range of interesting activities in the classroom and in the outdoor play area. They make good progress. Toys are suitable for their age range and easy to reach so that children can choose what they want to play with. Children have regular access to the garden where they develop their physical skills extremely well. They have a spacious area in which to make up their own games or take part in a range of sports. They also learn a great deal about the world around them by exploring their natural environment. For example, they enjoy woodland walks and observe the habits of wildlife and the changes in trees through the seasons. They watch birds and compare the sounds they can hear outdoors at different times of the year in daylight and in the darkness. They often repeat these activities at home so that their parents understand what they have been learning about in the after school club.

Children develop an interest in books because they have many stories to choose from including books which support their early understanding of different cultures and languages. Adults talk to the children about their learning and encourage them to try new experiences such as trying to tackle a more challenging puzzle. The younger children observe and copy the skills of the older children who act as very good role models. Parents and children particularly like this arrangement and feel that it benefits all age groups. The children develop their understanding of number through counting, for example when they are helping to prepare their picnic tea. They learn to take turns when they play board games and persevere when they complete jigsaws. Children develop their imagination well when they are building dens or playing with the garage or the dolls' house. They concentrate on the same activity for a considerable time. The children learn a variety of creative skills through painting, printing, collage and making decorations.

Children play very well together, sharing toys well. Their behaviour is very good, and the adults are extremely positive role models. They have high expectations of the children and praise them for their achievements so that they develop their confidence and self-esteem. The adults use positive language to help children understand how to make the right choices. They have negotiated their own behaviour rules and these are displayed so that the children can refer to them easily. Children who are learning English as an additional language or who have special educational needs make progress in line with the others because the acting manager and her staff have good procedures for seeking the right support for them and for adapting the provision to meet individual needs. They know each child as an individual and understand how to support their development well by planning specific activities. They also understand each child's particular interests so that they can provide experiences which they will enjoy. The staff note the progress children make but do not use this information to support their self-evaluation. They do not compare the progress of different groups of children to ensure that all make consistently good progress in each area of learning.

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

All children form secure relationships with the adults who look after them because of the emphasis staff place on knowing them as individuals. Parents and children have confidence in the acting manager who has maintained continuity of care in recent months. There are good routines, for example, at registration and meal times and times for going outside to play, so that children know what to expect. Children are met from their classrooms at the end of the school day and escorted safely to the club's premises. On the way they talk about road safety and how to take some responsibility for their own safety. Staff are extremely vigilant when the children make this journey. Although children have their own key worker, all adults know and care for all of the children. Parents value being able to share their child's achievements and experiences with the staff. Children often take home items they have made at the after school club so that parents understand some of the skills they have developed.

Children are well supported when they first start attending so that they settle in well. The

acting manager asks parents about their children's routines and interests. This helps staff to provide activities they will enjoy. Children develop their confidence well because the staff praise and encourage them well. They are confident to talk to visitors about their learning. They move between the indoor and outdoor play areas choosing toys which appeal to them. Staff intervene appropriately to encourage children to talk about their learning.

Children manage their personal care well through good support from staff. They know how to wash and dry their hands thoroughly and when they need to do this. They enjoy plenty of exercise in the outdoor area. Mealtimes are calm and very sociable occasions. Children enjoy healthy food choices and learn good table manners. The children develop their sense of responsibility by helping to pour drinks or passing plates to one another.

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

The acting manager and her staff evaluate the provision regularly because they are ambitious and keen to make further improvements. They have developed the educational programme to include opportunities for children to develop their skills in all areas of learning. They have met the recommendations of the last inspection report well. They have increased the range of games and toys which children can select to play with. They have planned activities and provided resources which develop the children's early understanding of different cultures and celebrations and to help the children to understand diversity and disability. For example at Chinese New year they cooked Chinese food, learnt how to use chopsticks and made paper dragons which they could take home to show their families. All staff, as well as parents, can access information about the company's policies and procedures easily. Staff are appraised regularly and undertake training frequently so that they develop further skills. They work in partnership with other settings within the company so that they can share good practice. However the provider has failed to notify Ofsted of a change in the manager. Although there is little impact on the children as the current acting manager is an established member of staff, it is a breach of the legal requirements. It also breaches the requirements of the Childcare Register.

All staff understand how to keep children safe in a range of situations. They know how to reduce the risk of accidents when the children are playing outdoors or they are off site. There are good procedures for times when children have accidents. All staff complete the appropriate checks to demonstrate their suitability for caring for the children. Doors are locked so that no one can enter the classroom or garden. The club works very well with parents, who feel that their children are always safe and well cared for. They feel that they are well-informed about how their children are progressing. They appreciate being able to talk to any member of staff at any time if they have a query. They feel that their children make good progress, especially in their social skills and self-confidence. The club seeks and listens to parents' views and responds to their suggestions where this is possible. The club also consults the children, for example about activities they would like and tea time menus. Children value the relaxed atmosphere and the amount of space in

which they can play. They can do their homework if they wish to.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- Inform Ofsted of the appointment of any new manager
- Inform Ofsted of the appointment of any new manager

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	EY394840
Local authority	Buckinghamshire
Inspection number	844738
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	16
Number of children on roll	22
Name of provider	Positive Steps Children's Day Nursery Limited
Date of previous inspection	26/04/2010
Telephone number	01494484762

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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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