

# Highworth After School Club

Inspection report for early years provision

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**Unique reference number** EY260495  
**Inspection date** 08/10/2010  
**Inspector** Sarah Warboys

**Setting address** Highworth Combined School, Highworth Close, High  
Wycombe, Buckinghamshire, HP13 7PH  
**Telephone number** 07855 198594  
**Email** awalla01@bucks.ac.uk  
**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**

Highworth After School Club registered in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is a voluntary committee run club, which operates from the Scout Hall within the grounds of Highworth County Combined School, High Wycombe, Buckinghamshire. The premises comprise of a hall, kitchen, toilets and an upstairs storage area. Outside the club has access to the school playing field, playground, orchard and adventure play area. The club serves a mixed local community and children who attend the breakfast and after school clubs attend Highworth School. The holiday club is available to all children from the local community, though this is not currently operational. There are currently 65 children on roll. The club offers before and after school care, and holiday care. During term time it is open five days a week from 8am to 9am and from 3.20pm to 5.30pm. During school holidays the club is open five days a week from 8.30am to 5.30pm. There are currently three staff who work with the children.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

The club is satisfactory at meeting the needs of the children in the Early Years Foundation Stage. Children enjoy coming to Highworth After School Club. They participate fully in activities, particularly those which are designed to support and develop their physical development. The club is inclusive and staff provide a satisfactory range of activities to meet the needs and interests of the group; the size and character of which can vary greatly from day to day. The committee and staff work together well and are supportive of each other. Appropriate priorities for improvement are in place and there is satisfactory capacity for continuous improvement.

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

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

- ensure a better balance between adult-led and child-initiated activities
- make regular observations of children's learning so that this information is used more fully to plan future activities.

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

Safeguarding is satisfactory. Leaders and managers have attended the required safeguarding training and have a satisfactory knowledge and understanding of safeguarding and child protection procedures. There are effective recruitment and vetting procedures in place so that children are cared for by suitable people. All appropriate policies and procedures are in place and closely followed. The club has

successfully implemented the recommendations made in the previous inspection relating to written fire safety policies and risk assessments for indoor and outdoor activities. The staff engage well with parents and carers. All staff are seen as very approachable and take time to exchange information about children's interests, achievements and welfare. Parents and carers feel that the staff look after their children well, keep them safe and take account of their views and individual needs, as one parent put it, 'They are our lifeline'. This is an inclusive setting where equality and diversity are satisfactorily promoted. Children from different backgrounds and those with special educational needs and/or disabilities are welcomed and as a result, are fully integrated into club activities. Leaders and managers ensure that their needs are satisfactorily catered for by seeking and responding accordingly to the help, guidance and support provided by the local authority. The setting enjoys good partnerships with the adjoining school and other community groups. This enables the club to take full advantage of the available facilities, thereby extending the range of activities it can offer. The club runs smoothly on a day-to-day basis and leaders are satisfactorily embedding ambition and driving improvement. Leaders are considering ways of improving the assessment procedures by using the recently acquired cameras to record children's achievements in learning diaries alongside first hand observations. However, this information is not always used well enough to plan the next stages of learning. Self-evaluation is satisfactory overall. Leaders and managers are aware of the club's strengths and areas for development and are motivated to seek further improvement. Current monitoring systems are becoming more in-depth and extensive so that everyone involved can comment of the effectiveness of the club.

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

Children benefit from a welcoming and secure environment and enjoy meeting up and spending time with their friends. There is a good emphasis on keeping healthy through physical development outdoors, especially when the weather permits. In extremely hot weather, children are reminded to stay safe by wearing sun hats and applying barrier creams. Water is freely available at all times and children are encouraged to help themselves whenever they need it. They learn to routinely wash their hands after visiting the toilet and before eating a good variety of healthy snacks which they select for themselves. Children say they feel really safe and that the adults are always there to help them if they have any problems. They have a good understanding of how to keep themselves safe and secure. Children learn to balance on tyres and work well together to complete the adventure playground course. Children race each other, set records and try to beat them. They find these activities enjoyable and challenging. Adults use these opportunities satisfactorily to develop speaking and listening skills by sharing the children's experiences with each other and with staff. Festivals, such as Harvest, Christmas, Easter and Eid, contribute to children's sound knowledge and understanding of the world and develop their sense of cultural diversity. However, although activities are generally planned with children's interests in mind there are more child-initiated activities than those led by adults. This means there are missed opportunities for adults to ensure an appropriate balance between all the areas of learning. Staff are friendly, caring and spend time interacting with children, joining in their games

and setting them challenges. Leaders and managers often talk to children to discover their current interests and plan activities accordingly and often on an individual basis. However, they do not yet regularly observe children's learning and development needs. This means that they cannot easily make use of such information to plan next steps in learning. Children's behaviour is beneficial to learning. Both young and older children play well together, develop positive attitudes and a sense of responsibility. Children play equally well in a group and independently. Staff praise and encourage their efforts and this contributes well to the development of children's confidence and self-esteem.

## 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

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

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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