

Naphill and Walters Ash Out of School Club

Inspection report for early years provision

Unique reference number	EY222797
Inspection date	28/05/2012
Inspector	Hayley Marshall
Setting address	Kilnwood, Walters Ash, High Wycombe, Buckinghamshire, HP14 4UL
Telephone number	01494 562813
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Type of setting	Childcare - Non-Domestic

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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

Naphill and Walters Ash Out of School Club registered in 2002 and is managed by a committee. It operates from the dining room within Naphill and Walters Ash School in Walters Ash, on the outskirts of High Wycombe, Buckinghamshire. Only children from the school attend the club before and after school. The club opens each weekday during term time before school from 8am to 8.45am and after school from 3.15pm to 6pm. The holiday club operates in most school holidays and is open to all children living in the local area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children aged between three and eight years may attend at any one time. There are some spaces for children up to the age of 11 years. There are currently 73 children aged between four and 11 years, on roll. Children may attend for a variety of sessions. The club supports a number of children with special educational needs and/or disabilities. A total of 13 staff work with the children. Of these, six staff have an appropriate level 3 qualification and one member of staff has a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending the club as they are settled and happy and share warm relationships with staff who know and suitably meet their individual needs. They enjoy a sound range of activities and resources that support their good learning while they, mostly, play together and develop good future skills. Staff implement a satisfactory range of policies and procedures to help keep children safe, although some legal requirements are breached regarding suitable premises and documentation. Staff do not suitably assess all hazards to minimise these for children and risk assessments are not dated to support review. There are suitable methods in place to evaluate the club and staff have addressed recommendations from the previous inspection. This demonstrates that the club has a satisfactory capacity to maintain continuous improvement to outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- conduct a full risk assessment for in and out of doors and record when it was carried out and by whom; regularly review the risk assessment, at least once a year, and include in the record the date of review and

16/07/2012

any action taken following a review or incident.
(Suitable premises, environment and equipment)

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

- help children to get on with others by showing them how to play and be friendly with older children.

The effectiveness of leadership and management of the early years provision

Staff have a satisfactory understanding of safeguarding children that is reflected in the written policy. Sound procedures are in place to induct new members of staff suitably. The club carries out all required checks to help confirm that those working with children are suitable to do so. Staff have undertaken training to further their knowledge and skills. Staff undertake some assessments of potential hazards children might face while at the club. Assessments do not state when these were carried out and such assessments are not always robustly in place to identify all potential hazards to children. These are breaches of specific legal requirement. For example, in hot weather, doors open out into an area that is not securely enclosed. This poses a potential safety risk for children.

The staff team work together and know their individual responsibilities. They enjoy their work with children and share the manager's sound motivation to seek further improvement. Recent developments have included providing a quiet room for younger children to enjoy. Generally, self-evaluation is appropriate in identifying areas of strength and weakness. Plans are in place to improve some areas of weakness suitably. Monitoring of self-evaluation is adequate and likely to bring about some improvements to the club. Staff have addressed recommendations from the previous inspection, demonstrating the club's willingness to maintain continuous improvement.

Resources are suitable to meet children's needs. Activities on offer at the club complement their learning at school. Children enjoy cooking and craft activities provided by staff. These activities link to themes that children are studying at school, such as making biscuits for the Queen's Jubilee. Children make some choices about what they play because staff take their opinions seriously. They can share their ideas for future activities. Children effectively learn about the diverse world in which they live through celebration of different festivals. They have access to resources that promote inclusion, such as books and positive images. Staff are aware of how children play in different ways. Therefore, they plan activities that will encourage their enjoyment at the club. Younger children do not have to wait for their snack. They enjoy snack time with a member of staff in a separate room from the older children. This gives each of them opportunity to talk about their day.

The club has well established partnerships with others who provide care for children, such as childminders. This enables the club to share information

effectively to help to meet children's individual needs. The partnership with the school is equally strong. This helps children to settle quickly, because there is continuity in their care. When required, the club also fosters productive relationships with external professionals, such as doctors. This helps the club to understand children's special educational needs and/or disabilities and be able to meet them well.

Partnerships with parents are equally as good. Parents have the opportunity to join the committee and be involved in the management of group. This allows them to be actively involved in key-decision making. Parents are happy with the information they receive about their children's progress. They share their views through questionnaires and the club acts upon these. Parents feel confident in the care the club provides, because children are settled and do not want to go home when they are collected.

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

Children are happy and enjoy attending the club. They make good progress because staff observe them at play and these observations effectively inform planning for further activities. This well extends upon children's interests, helping children to make good progress in their learning and development. Children know the routine of the club; this helps them to feel settled. The warm and caring relationships they share with the staff, mean that they are content and feel secure at the club. Children are engaged and busy throughout the sessions.

Children are developing good skills for the future. They have opportunities to use technology through electronic games. They practise their writing skills when drawing and colouring. Children apply their mathematical skills by measuring out quantities while cooking. Children are curious about things that happen in the club. They ask questions about things that interest them to help them to understand. Children work well independently and in small groups. They cooperate and use equipment together. This helps them to learn to share and take turns.

Children generally show self-esteem, such as when organising the table at snack time. However, young children do not always know how to approach older children when they want something, or to join in with their play. Children behave considerately because they are aware of the rules of the club. At times, staff gently remind them of expectations, such as no ball games inside the hall.

Children have plenty of opportunities to engage in physical play. They enjoy the freedom of coming and going into the outdoor area as they please. Therefore, they have a good understanding of the benefits of exercise. Children talk about the changes that happen to their bodies when they are active. They explain why they need to have enough water to drink when they get hot. Children have a choice of healthy snacks and staff encourage them to try new fruit and vegetables. Children learn about what fruit is in season and gain an understanding of how food grows.

Children well manage their own personal hygiene. They help to prevent the spread of infection by washing their hands before eating. They are aware of the need to discard food that has dropped onto the floor.

Children are developing a suitable sense of how to keep safe at the club. Some older children are able to manage safety for themselves. They are trusted to walk from their classroom to the hall after school. Staff collect younger children from their classroom. Older children help new children to settle by showing them around. This helps all children to feel a sense of security while at the club.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare. (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 25/06/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register. (Suitability and safety of premises and equipment) 25/06/2012