

# Highworth After School Club

Inspection report for early years provision

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**Unique reference number** EY260495  
**Inspection date** 11/07/2012  
**Inspector** Sheena Bankier

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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

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 operated by a voluntary committee. The club operates from the Scout Hall within the grounds of Highworth County Combined School, High Wycombe, Buckinghamshire. Children have access to a hall and toilets. Children have access to the school playing field, playground, orchard and adventure play area. The after school club offers care mainly to children who attend Highworth School. The club is open Monday to Friday during term time from 7.45am to 8.45am and from 3.20pm to 5.30pm. The club is registered to provide a holiday club, although currently this is not operating. The club provides all-day care on school inset days. This is open to children from other schools and operates from 7.45am to 5.30pm. There are currently five staff who work with the children; of these, four staff hold appropriate childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well at the club and enjoy themselves. Some aspects of the organisation of the club have resulted in regulatory duties not being met; this is in relation to notifying Ofsted and meeting the required qualified staff ratios. The club does not always fully consider the attractiveness of its environment for children, or consistently promote club rules or good health. Staff demonstrate a suitable understanding of safeguarding procedures and they meet the needs of the children overall. The club forms good relationships and partnerships with parents and children's main educational setting. The club's developing self-evaluation enables staff to identify appropriate improvements; as a result, the club demonstrates a secure capacity to drive and maintain suitable continuous improvement.

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

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

- review the organisation of staff rotas to ensure that sufficient suitably qualified staff are always available to work directly with the children, as set out in Appendix 2 of the Statutory Framework for the Early Years Foundation Stage (Suitable people)

27/07/2012

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

- review children's understanding of the boundaries and discuss these with the

children to reinforce their understanding of why they are there and what they are intended to achieve

- develop children's further understanding of how making healthy food choices and following good hygiene routines promote their good health
- review the environment and consider ways to make this more attractive and welcoming to children.

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

Staff demonstrate an appropriate understanding of safeguarding issues. They have a secure understanding of their responsibilities to children's welfare and know the steps to take if concerns about children's well-being arise. Staff complete daily risk assessments, which support them in identifying any health and safety issues at the premises. Subsequently, staff take appropriate action to promote children's safety. Practises of the evacuation procedure enable children to develop a suitable understanding of it.

Good communication is in place between staff and the committee. Regular meetings enable the staff to reflect and evaluate its service and identify some improvements. The club welcomes parents and children's feedback to support its self-evaluation process. Staff take suitable steps to drive sound continuous improvement. For example, encouraging staff and committee members to attend training or by reviewing and updating policies and procedures. Staff have addressed the recommendations from the previous inspection. However, the club has failed to notify Ofsted of a change in a small number of committee members. It is a legal requirement to do so. These committee members have no direct or unsupervised access to children. As a result, there is no impact on children's care. On this occasion, Ofsted does not intend to take further action. At times, the club is not meeting the required qualified staff ratios at some sessions. This is a breach of a specific legal requirement, though has little direct impact as overall children receive appropriate care. The club follows suitable recruitment procedures when taking on new staff to safeguard children.

The club welcomes all children. It provides suitable resources and activities to underpin children's understanding of valuing diversity within society. Some posters and children's artwork are on display; however, the indoor space is not overly attractive or welcoming to children. Children do enjoy the range of good outdoor spaces the premises provides. Good information is available to parents within an information booklet and notice board. Parents speak positively about the club and the staff. Staff are available to speak to parents as they arrive, and friendly informal relationships are in place. Good communication is established with the school, which supports strong partnerships. These links provide effective continuity in children's care and learning.

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

Children form positive friendships with children across the different ages. For example, early years children enthusiastically respond to an older child's idea for a treasure hunt. The children play imaginatively, such as enjoying role play games together. They make craft telescopes and torches with pens, paper and sticky tape, which they initiate themselves. Children take part in activities that soundly complement their learning and development in their main setting. For example, they concentrate well and use scissors competently. This appropriately underpins their skills for the future. Staff interact with children in a kind, caring manner. Children are happy to approach the staff and chat to them. Staff show interest in what children are doing and ask appropriate questions, such as about the artwork they have made. This values children's own work and promotes their self-esteem and confidence soundly.

The effectively resourced outdoor area provides opportunities for children to challenge their physical skills. For instance, as they balance and climb on the different apparatus. The covered outdoor structure enables children to take part in quieter activities, such as play with small toys or creating artwork with drawing materials. Healthy snacks of fruit and vegetables are available, though children regularly have access to sweet biscuits. This means that healthier options are not always sufficiently promoted to underpin their understanding of balanced healthy food choices. Snacks along with drinks are available outside during good weather enabling children to be outside and benefiting from the fresh air. Some children are not fully aware of suitable hygiene routines and begin eating snacks before hand washing routines have commenced.

Children demonstrate overall, a suitable understanding of their safety. For example, they know what outdoor physical play equipment they can use safely. They identify equipment that they must not access, stating that it may be 'dangerous'. However, some children at times do not always remember the set boundaries in place to support their safety. For example, a small number of children forget to inform staff that they need to go indoors and enter the premises unsupervised. Staff provide a positive role model to children as they calmly interact with children with kindness, and remind them about using good manners.

## 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	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