

# Naphill and Walters Ash Out of School Club

Kilnwood, Walters Ash, High Wycombe, Buckinghamshire, HP14 4UL

<b>Inspection date</b>	02/09/2014
Previous inspection date	28/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Leadership and management have very effective arrangements in place for safeguarding children, including robust recruitment procedures.
- The quality of teaching is outstanding. Staff provide highly effective interaction to teach children the skills they need to succeed, and to extend their thinking and learning.
- Staff, parents and children are fully involved in contributing to the ongoing priorities to help continually drive improvement.
- Highly effective partnerships with parents and teachers mean staff meet children's individual needs exceptionally well.
- Staff provide children with an abundant range of materials and tools to enable them to design and express themselves creatively.
- Outstanding behaviour management strategies and clear guidance from staff means children have very few tussles. When they do, they are expert negotiators and are able to resolve most things by themselves.
- Children have a positive attitude to being outdoors and physical activities, which promotes their understanding of the contribution of exercise for a healthy lifestyle.

## **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 checked evidence of suitability, self-evaluation processes and documents that support the out-of-school service.
- The inspector took account of parents' views and children spoken to on the day, and information included on questionnaires.
- The inspector conducted a joint observation with the after-school club supervisor.
- The inspector observed activities in the classroom and the outside learning environment.
- The inspector held meetings with the after-school club supervisor and with the holiday club leader.

## **Inspector**

Ruth George

## Full report

### Information about 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, 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 from 8.30am to 6pm 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. There are currently 72 children on roll. The club supports a number of children with special educational needs and/or disabilities. A total of 10 staff work with the children. Of these, one staff has a level 4 qualification, four staff have a level 3 qualification and one member of staff has a level 2 qualification.

### What the setting needs to do to improve further

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

- enhance further children's awareness of how to maintain a healthy lifestyle, for example, by encouraging them to choose healthier drink options during snacks and meals times.

## Inspection judgements

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

The quality of teaching is outstanding. The staff plan rich and exciting activities to enhance children's learning. Staff are extremely successful at helping children to join in and learn new skills, which complement their learning at school. The highly effective relationships held with parents, and the teachers from the school, ensures those children with additional needs or circumstances that require sensitive guidance receive excellent support. The stimulating activities build on children's interests and skills, and support the children to make excellent progress in their learning.

The children exercise their choice over which activities they wish to take part in. They play alongside other children who are engaged in the same theme using their imaginations to build stories as they play together. Skilful teaching and excellent questioning skills encourage children to find out how things work. The staff provide highly effective interaction to teach children the skills to succeed. The children learn how to use tools and techniques competently to achieve planned effects. For example, during an adult-led activity, children enjoy using tools to make and bake scones. Staff use this activity to

introduce a range of learning, for example, developing children's awareness of mathematical concepts and introducing new vocabulary. Excellent teaching helps children to review what they had been doing, to remember the recipe and the actions they had taken to make the scones. Children confidently spoke to organise and clarify their thinking during the activity.

The staff provide an abundance of materials and tools to stimulate children's creative expression and design skills. During the inspection, children talked about their individual designs and what they needed to complete their guitars. They cut wool to add strings and found ribbon to tie on as a strap. The children took their finished guitars outside to form a band, singing and pretending to strum. Staff sensitively observe the children allowing them time and freedom to become deeply involved in their play. They confidently share their ideas, thoughts and feelings through make-believe play. They use language to imagine, and recreate roles and experiences. They extend and elaborate on each other's play ideas, such as super hero powers. Staff become partners in the children's interests and extend their learning based on their ideas, demonstrating highly effective teaching practice.

The staff use their expert knowledge to make learning progressive. They observe the children's interests and involve the children in the planning of the activities. They extend topics at school, which means staff contribute to supporting children's ongoing development. This extremely effective focus ensures activities are fun and complement the children's learning at school.

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

The staff are highly skilled at recognising and responding to children needs. They excel at providing an environment that nurtures children's self-esteem and confidence. The sensitive support helps children to form strong bonds with the staff and other children. Staff introduce new children to other children that share the same interests, to help them settle in quickly. These close relationships contribute to how safe and secure the children feel in the club. The highly effective partnerships staff establish with parents and teachers within the school ensure children move confidently between school and the club.

Excellent teaching helps children learn about why specific foods are healthy and nutritious. They are learning to try a healthy range of foodstuffs and understand how these contribute to a healthy lifestyle. However, although children can access water at all times, some of the drinks at snack and mealtimes contain ingredients that are not such a healthy option for children. Staff are highly vigilant ensuring they meet children's dietary needs. They teach children to understand some foods make their friends unwell and learn that they have similarities and differences that distinguish them from others.

The staff plan a free flowing approach to children's play between the dining room and garden. This enables children to spend time in the fresh air to boost their physical health. Children also enjoy time on the school playing field and use the multi-use games area. Effective teaching during team games helps children to follow rules, gain increasing

control in ball games and negotiate space. For example, during the inspection, children thoroughly enjoyed spinning in large cones. They giggled as they spun around relishing the sensation. Skilful teaching helped children understand why they felt giddy when they stood up, explaining 'your brain thinks your head is still spinning round, even though you have stopped, so it makes you feel dizzy'. This helps extend children's understanding and critical thinking skills.

The staff actively teach children to take charge of their own safety. Explicit guidelines ensure the children know how to keep safe and accomplish tasks safely. Children demonstrate an aptitude for sharing the club rules and reminding each other of the potential hazards of not following the rules. Children are learning to experience some risk and rise to the challenge, for example by climbing trees. As the children grow older, the staff provide additional safety reminders to keep themselves safe from harm, explaining that 'if something doesn't feel right tell an adult you trust'.

The staff offer very positive role models and give consistent guidelines that support children to manage their emotions and for older children to adjust their behaviour around the younger children. The clear guidance means that children are aware of the boundaries set and of behavioural expectations in the club. Children have very few tussles and when they do, they are expert negotiators and are able to resolve most things by themselves.

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

The leadership and management team have an excellent understanding of the Early Years Foundation Stage. The leadership and management use their play work expertise to ensure teaching complements children's learning at school. They actively work in partnership with parents and the school. They use these contributions to help children to make excellent progress, taking into account any special requirements that children may have.

The leadership and management team have an in-depth knowledge of the safeguarding and welfare requirements. Staff recruitment and selection systems follow safer recruitment procedures. Induction is thorough, with a keen focus on developing relationships with the children and safeguarding their welfare. Staff diligently observe the policies and procedures, which underpin their excellent practice. The management committee review the risk assessments regularly. Staff put these into daily use to guide their practice with activities that require additional vigilance. This excellent practice ensures hazards are minimised to ensure children's safety. The high ratio of staff, and highly effective deployment, ensures staff supervise children extremely well to meet their individual needs. The staffs highly skilful interaction and teaching help keep children safe at all times.

The leadership and management team have highly successful systems in place to reflect on practice. Staff, parents and the children are fully involved in contributing to the ongoing priorities to drive improvement. The leadership and management team highlight that their next priorities are to review the organisation of meal times, and to purchase

some large equipment to provide more climbing and balancing activities. The leadership and management work closely with staff to improve practice and dedicate time for ongoing professional development. This means that staff constantly improve their already excellent practice to complement children's learning at school. Staff expressed that following training to learn more about children on the autistic spectrum, they learnt how to recognise and support individual children more effectively. For example, to recognise that social interactions, imagination and patterns of communication can be restricted and that some children enjoy the repetitive selection of a particular activity.

Highly successful engagement between parents and the staff mean parents have a thorough knowledge of the fun activities that complement, and extend their children's learning at school. Parents express a deep appreciation of the time their children spend at the club. They comment, 'â€¢ always has a great time and it gives her the opportunity to socialise out of school' and 'He loves coming to his club, especially playing outside and building things.'

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY222797
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	814418
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Naphill and Walters Ash Out of School Club Committee
<b>Date of previous inspection</b>	28/05/2012
<b>Telephone number</b>	01494 562813

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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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