



Cadeby Lane Stepping Stones

Inspection report for early years provision

Unique Reference Number	EY321534
Inspection date	06 September 2006
Inspector	Janet Ann Keeling
Setting Address	St Peters Primary School, Station Road, Market Bosworth, Warwickshire, CV13 0NP
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Registered person	Cadeby Lane Stepping Stones
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Cadeby Lane Stepping Stones at St Peters Primary School opened in 2006. The setting provides an after school group and a holiday club. The group operate from the main school hall and associated facilities.

A maximum of 26 children under the age of eight years may attend the setting at any one time, however, children up to the age of 11 years are welcome in the group. There are currently 43 children from three to 11 years on roll. Children attend for a variety of sessions. The setting has strategies in place to support children with learning difficulties and for children who speak English as an additional language.

The setting is open five days a week during school term times and for identified weeks during the school holiday periods. Sessions in the after school group are from 15:00 to 17:30 and in the holiday club from 08:00 to 17:00.

There are four staff who work with the children, of these, over half hold an early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very clean and well-maintained environment. Children learn about the importance of good hygiene practices through very well established daily routines. For example, children begin to understand why they must wash their hands before snacks and after using the toilet.

Children enjoy a wide range of activities which effectively contribute to their good health and well-being, for example, children engage in regular discussion with staff on, 'how to stay fit', 'what to eat' and 'looking at healthy options'. They enjoy daily outdoor activities where they are encouraged and supported to develop new skills, for example, as they engage in basketball and play snakes and ladders. Children also enjoy team games and have access to a good range of outdoor equipment including, bats, balls, hoops and bean bags.

Children have access to healthy snacks and independently help themselves to drinks throughout the session. Children's health and dietary needs are met at all times because staff are fully aware of their individual needs. For example, children's individual requirements are discussed fully with parents on admission, recorded and shared with all staff. Children's accident and medication forms are all fully completed and well maintained, however, written consent from parents to seek emergency medical treatment is not in place.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-organised, safe and secure environment, they are able to move around safely and freely as most identified risks and hazards have been minimised. However, whilst risk assessments are completed they do not clearly demonstrate what action has been taken to minimise risks to children.

Children have good access to quality equipment and resources which are appropriate to their developmental needs. They are kept safe because staff take positive steps to promote safety within the setting and whilst playing outdoors. Well-written procedures ensure staff are fully aware of their roles and responsibilities. Children benefit from the very experienced and caring staff who are well informed of the group's health and safety procedures. For example, children engage in regular fire drills and staff talk to children about 'staying safe' whilst using the outdoor equipment.

Children are protected from possible abuse or neglect because the experienced staff are very aware of their roles and responsibilities whilst protecting children in their care. Staff are confident in following the group's child protection procedures and have a designated child protection co-ordinator who would follow through any issues of concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy, confident and actively enjoy their time in the group. They participate enthusiastically in the wide range of activities and have good opportunities to use their own initiative when selecting resources. Children also benefit from well planned adult-led activities.

Children enjoy excellent relationships with both their peer-group and staff, they effectively engage in discussion with adults and their peers. Children have been fully involved in completing the group's 'rules', and take pride in accepting personal responsibility for their own behaviour. Children become engrossed in a wide range of purposeful, challenging and fun activities which they all enjoy enormously. For example, children interacted positively as they played 'snap' together, whilst another group chose to play a game of football in the playground. Children playing at the play station confidently organised their own rota and played harmoniously together.

Children attending the holiday club engage in a very good range of indoor and outdoor activities such as, cooking, art and craft work, tennis and badminton.

Children's confidence and self-esteem are well developed due to the staff's consistent use of praise and encouragement. Children are gently encouraged by staff to complete tasks and are offered appropriate support if they need assistance.

Children show a strong sense of belonging as they greet each other and staff on arrival. They speak confidently and share their personal experiences within the group. Children listen carefully to each other and staff, they take turns and show care and concern for others. They are able to negotiate and make decisions with staff about their after school activities.

Helping children make a positive contribution

The provision is good.

Children are valued and respected as individuals, they are encouraged and supported to play an active role in the group and make decisions about their play and learning. Children's individual needs are supported by staff, who know them very well and respond sensitively to their needs. Children are fully consulted about the range of activities and resources available within the group and their views are taken into account by staff when completing the planning of activities.

Children are fully included in all activities and their differences are acknowledged and supported. They have good access to appropriate toys, equipment and learning resources which reflect positive images of culture, ethnicity, gender and disability.

Children are fully aware of the group's boundaries and expectations for good behaviour, consequently, their behaviour is of a consistently high standard. They learn to negotiate with others and take responsibility for their own behaviour. Children's understanding of right and wrong is further developed as they respond to gentle reminders from staff, to care for their environment, resources and each other.

Children benefit from the effective partnership between their parents and staff. Children's individual care needs are fully discussed before the child starts at the setting and information is recorded and shared with staff. Parents are made to feel welcome in the group and have access to the group's policies and procedures. Children's involvement in activities and their personal achievements are shared with parents each day, ensuring parents are kept fully informed.

Organisation

The organisation is good.

Children's care is supported well by the effective organisation and the focused leadership and management of the group. Staff are caring, patient and fully understand their roles and responsibilities.

Policies and procedures work effectively in practice to promote children's health, safety and enjoyment, and also enable children to make a positive contribution. However, the setting's policies and procedures have not been reviewed and updated in line with the revised National Standards Guidance of October 2005.

The premises are welcoming and well organised, consequently, children's learning and enjoyment are effectively maximised. All legally required documentation is in place, well-maintained and stored effectively to ensure confidentiality is respected.

Children benefit from qualified, experienced and knowledgeable staff, who follow an effective induction programme and, who are committed to on-going training and development. Staff have good opportunities to reflect on their own practice through regular staff meetings and individual supervision sessions.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- request written permission from parents for seeking emergency medical advice or treatment
- improve the current risk assessment procedures to ensure they clearly demonstrate what action has been taken to minimise risks to children
- review and update all policies and procedures in line with the revised National Standards Guidance of October 2005

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