

# Footsteps Out of School Club

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY289854
<b>Inspection date</b>	16 October 2007
<b>Inspector</b>	Jayne Rooke
<b>Setting Address</b>	Dosthill School, High Street, Dosthill, Tamworth, Staffordshire, B77 1LQ
<b>Telephone number</b>	01827 268082
<b>E-mail</b>	
<b>Registered person</b>	Footsteps Day Nurseries Ltd
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Footsteps Out of School Club is run by private ownership. It opened in 2004 and operates from an open plan room within the nursery unit of a primary school in Tamworth, Staffordshire. A maximum of 40 children may attend the club at any one time. The setting is open each weekday from 07:30 until 9:00 and from 15:15 until 18:30 for 39 weeks of the year. A holiday club operates during school holidays from 07:30 until 18:30. All children share access to a secure enclosed outdoor play area.

There are currently 75 children aged from four years to under eight years on roll. Children come from the local and surrounding areas. The out of school club currently supports a number of children with learning difficulties and/or disabilities.

The setting employs five members of staff. Of these, three hold appropriate early years qualifications. Additional staff are working towards a qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean and comfortable environment where they learn the importance of good hygiene and personal care through consistent daily routines. For example, children wear aprons and gloves when helping to prepare snacks and receive a hand clap sign for remembering to wash their hands after visiting the toilet. There are clear procedures in place for the exclusion of sick and infectious children. This helps to prevent the spread of infection. Children's good health and dietary needs are promoted well as staff are knowledgeable about how to deal with any dietary requirements, attending any necessary training.

Children understand the benefits of a healthy diet. Snacks are healthy and nutritious, including fresh fruit, salad and fruit scones. Also, there are cereals and toast for breakfast and a variety of healthy choice sandwiches at tea time. Children's independence is fostered as they help themselves to fruit on arrival and during the session, and take an active part in preparing and selecting snack ingredients. Water and juice drinks are available throughout the session so that children can help themselves to a drink when they are thirsty. This promotes positive attitudes to food and drink.

Children enjoy a range of physical play experiences that contribute to a healthy lifestyle. There are regular opportunities for active games and quiet times during planned and free play routines. For example, they enjoy football and netball team games outside. Indoors, children are interested and engaged in movement and dance activities which help them to move their bodies in different ways.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and secure environment where they can move around freely and independently under staff's close supervision. Staff effectively monitor access and exit to the premises, meeting and greeting parents and visitors on arrival. A record is maintained regarding staff, children and visitors attendance. Access to the school premises remain locked at all times. Daily risk assessments and checks ensure that children play safely with a wide range of clean and well-maintained equipment. Staff generally ensure that rooms and resources are well organised to minimise risks and reduce the likelihood of accidents, although this is not always effectively managed during periods of routine change. Good fire safety procedures ensure that children understand how to leave the building in an emergency and fire safety equipment is well maintained and regularly checked.

Children are protected from harm and neglect as all staff demonstrate good understanding of their role and responsibilities in safeguarding children. Clear guidelines, policies, training and induction procedures ensure that staff fully understand what action to take and what to do if they have concerns about a child's well-being. Staff understand procedures regarding any allegations of abuse made whilst a child is in the care of the provider.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are warmly welcomed by staff on arrival. Staff plan activities and projects which inspire children to play, explore and experiment within practical, meaningful and fun activities. For example, children enjoy using their imagination to create different characters as they ice and decorate biscuits using sweets and jelly strings. Older and younger children play well together with a range of interesting toys and games such as 'Pop-up-Pirate', construction kits and jigsaw puzzles. They express their creativity using a range of art and craft materials. Some are actively engaged in physical games and imaginative play such as gymnastics and dance, choreographing different movements. They are keen to join in with 'I-Spy' and other guessing games in small groups. Activity sheets show 'What's happening at After School Club today'. This means that children generally enjoy a balance of quiet times each day in the 'chill-out' area, at the creative table and in the quiet room for reading, homework and discussion groups. Also, they are enthusiastically engaged in active games such as organising sounds at the music station, floor activities and imaginative role play.

They enjoy taking part in outdoor games such as football, netball, skipping, rounders and tennis and playing on the 'tyre park' during good weather. However during routine changes, little time is given to enable children to settle on arrival before taking part in robust activity, or for any discussion to introduce activities and establish rules or expected behaviour in relation to the changes. Consequently, children's robust activity and unwanted behaviour frequently interrupts the play of others, minimising children's enjoyment and comfort.

Photographic evidence shows children involved in many interesting activities such as fabric painting, designing flags, growing watercress and celebrating cultural festivals such as Diwali. Children are encouraged to take responsibility for routine tasks such as washing up cutlery after tea, promoting their independence. Children have good relationships with the staff. They provide children with opportunities to make their own choices and decisions between different play areas and activities, generally giving support and assistance when needed. As a result, most children concentrate well on their chosen task.

## **Helping children make a positive contribution**

The provision is satisfactory.

Children develop a sense of belonging. Staff know them well and ensure they are all valued and included. Staff show an interest in what children do and say, they generally involve children in discussion about activities and projects to inform future planning. This means that children are involved in making choices and decisions. There is a sufficient range of resources to raise children's awareness of diversity. For example, children see posters, pictures and books which positively represent people's differences and similarities. Children learn about a wide range of cultural and traditional festivals and celebrations throughout the year as they take part in creative and imaginative projects. Staff provide a stimulating environment in which every child has equal opportunities to take part in routine and significant events. Staff ensure they receive appropriate training and support from parents and other professionals in order to fully recognise and meet every child's needs, including those with learning difficulties and/or disabilities, promoting inclusion.

Staff generally manage children's behaviour positively and consistently. As a result, children are mostly clear about what they can and cannot do and generally behave well. For example, children share and take turns in their play. They become the 'monitor' for the day, serving each

other to food and drink and helping with routine tasks such as preparing snacks. Adults act as good role models, speaking kindly and positively to children, promoting good behaviour. However, during routine changes staff miss opportunities for children to review established rules of expected behaviour, minimising consistency.

Partnership with parents and carers is good. They are made to feel welcome by the friendly and approachable staff. Informative policies, newsletters and documentation helps to keep parents up to date and involved in their child's routines and activities. Parents speak positively about the activities provided and are happy with the care and support their children receive. They are provided with the opportunity to raise any suggestions, concerns or compliments they may have. The complaints policy contains up to date information in line with current guidelines and regulations, including a system to record complaints.

## **Organisation**

The organisation is satisfactory.

Staff organise the setting sufficiently well to provide an interesting and child-friendly environment in which children can take part in a range of activities to support their care, learning and play. Children take part in activities which are generally well planned and appropriate for their age and stage of development. However, procedures are not fully effective during changes to the organisation of rooms and resources, including staff's time, minimising consistency regarding children's care, supervision and behaviour.

Rigorous vetting procedures ensure children are protected. All appropriate systems are in place for the effective monitoring of staff suitability, including ongoing health checks. Thorough induction procedures are in place to ensure staff understand the setting's detailed policies and procedures. Staff attend regular training and hold appropriate childcare qualifications. This means that children benefit from experienced staff who are committed to developing and improving their practice.

All of the required documents and information is kept, including consent to seek emergency medical treatment and advice, promoting children's good health and well-being. Records are well organised to ensure children's details are kept confidential. A wide range of supportive policies and procedures are in place which contain appropriate and relevant details in line with current guidelines and regulations. Self-evaluation methods are used reasonably well to continually evaluate and improve practice.

Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the provider was asked to set out an action plan relating to staff qualifications. Also, to review fire evacuation plans and procedures and to request written permission from parents for seeking emergency medical advice or treatment.

Since then, a manager has been appointed who holds appropriate qualifications and has relevant experience in childcare. This means that the setting is managed by suitably qualified and experienced staff. Fire evacuation plans have been reviewed regarding safe meeting points and regular testing of fire safety equipment, also staff responsibilities and children's understanding of the emergency escape plan. Practices are consistent with written procedures promoting

children's safety in the event of a fire emergency. Children's records contain the necessary written consent so that children can receive appropriate medical attention if necessary.

### **Complaints since the last inspection**

Since the last inspection 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 copy 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 satisfactory. 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):

- improve opportunities for children to settle on arrival before taking part in robust activity and offer time to introduce changes to the normal routine
- improve opportunities for children to review and establish rules of expected behaviour during routine changes
- improve the organisation of rooms and resources, including staff supervision during changes to normal routines.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)