

Cadeby Lane Stepping Stones

Inspection report for early years provision

Unique reference number EY321534
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Inspector Patricia Underwood

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Cadeby Lane Stepping Stones at St Peters Primary School opened in 2006. The setting provides an after school club and a holiday club. The club operates from the main school hall with its climbing wall, and has use of the computer suite, two secure playgrounds and field. Children from other local schools also attend the club. Disabled access is provided.

The club is on the Early Years Register and the compulsory and voluntary Childcare register. A maximum of 26 children under the age of eight years may attend the club at any one time. However, children up to the age of 11 years are welcome in the group. There are currently 35 children on roll, of whom four are from the early years age group. Children attend for a variety of sessions. Established links with the school are in place. The club has strategies in place to support children with learning difficulties and/or disabilities and for children who speak English as an additional language.

The club is open five days a week during school term times and for identified weeks during the school holiday periods. Sessions in the after school club are from 15:00 to 17:30 and in the holiday club from 09:00 to 17:00.

Six staff work with the children, two of whom are specifically with the holiday club. All hold relevant early years qualification.

Overall effectiveness of the early years provision

Staff create a welcoming, inclusive and caring environment, where a wide range of activities and games that children enjoy is provided. Children's safety and welfare are a high priority. Planning and assessment are in the early stages of development. Partnership with parents is a strength of the club. Links with other early years providers are good. Children are happy, settled and well cared for. Self evaluation is good. Recommendations from the last report have been implemented, demonstrating that capacity to improve is good.

What steps need to be taken to improve provision further?

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

- develop further planning to match more closely the requirements of EYFS
- continue to develop learning journeys as a form of assessment
- share information about children's learning with the reception teachers from schools that feed the club

The leadership and management of the early years provision

Arrangements for safeguarding children are effective, regularly reviewed, updated when required and understood by all. Effective procedures are in place for identifying any child at risk. These procedures ensure children are well protected and the staff well focused on promoting children's safety and welfare. Appropriate resources, that the children enjoy, are provided but only promote satisfactory progress, because assessment and planning procedures are underdeveloped. Partnership with parents is a strength of the club. Parents express very positive views: 'It's brilliant', 'It's fantastic', 'Staff are very approachable', 'My child enjoys being there'. These comments reflect the parents' confidence in the club. Daily verbal feedback about their child is offered to all parents. Staff are developing a 'learning journey' with photographs, for each EYFS child, but this has had insufficient time to impact on planning.

Links with the reception teachers of all schools who have children attending the club are good. However, little information about each child's learning experiences in class is presently shared with the staff of the club. Because of good links with the school, children can enjoy time in the computer suite and utilise the two playgrounds and field. Good liaison with outside agencies ensures appropriate provision to support children with learning difficulties and/or disabilities or for whom English is an additional language. The club has a clear understanding of its strengths and areas to improve through shared discussion and written recording.

The quality and standards of the early years provision

The club provides an exciting environment where the children are happy and settled. All staff have a good understanding of the EYFS because of their experiences in a pre-school setting. However they have not yet transferred these skills to planning for the EYFS children attending the club. Planning is not closely linked to the requirements of EYFS although staff ensure appropriate activities are provided for these children. As a consequence, children make satisfactory progress developing relevant skills. Recently implemented assessment procedures supported by the 'learning journey' have had insufficient time to impact on planning the next steps. Staff support and guide the children in their choice of activity, be it adult or child led. An interesting range of activities, including cookery, is provided. Children are very happy to attend. 'I've been coming for a long time and really enjoy being here'.

Staff are very patient, caring and devote a lot of time to supporting and guiding the children, particularly when they first start. The promotion of children's safety and welfare are a priority. All staff ensure a high quality of care. Staff have very good relationships with the children. Healthy snacks and water are readily available. The use of the outdoor playgrounds, field and climbing wall enhance children's physical development.

Children's contribution is well developed. Good behaviour, respect for others regardless of race or culture, and listening skills are encouraged. The older

children provide good role models for the younger children thus enhancing their personal and social development. Children's economic well-being is well promoted through board and counting games and an emphasis on speaking. Consequently, children are confident to respond to adults' questions. Computer skills are very well developed because children have regular use of the school's computer suite and demonstrate good mouse control as they play a variety of games.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.