

The Step Up Group

Inspection report for early years provision

Unique reference number 314744
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Inspector Deborah Wylie

Setting address Hook C of E Primary School, Garth Lane, Hook, Goole,
North Humberside, DN14 5NW

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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 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).

Description of the setting

The Step Up Group is managed by a voluntary committee. It opened in 1994 and operates from five rooms within a bungalow situated in the grounds of Hook Church of England Primary School. A maximum of 22 children may attend the setting at any one time. The provision currently takes children from three to five years of age. It is open from 09.00 until 11.30 and from 13.00 to 15.30 five days a week during term time only.

There are currently 37 children on roll all of whom are in receipt of funding for nursery education and are within the Early Years Foundation Stage (EYFS). The setting supports children with learning difficulties and/or disabilities and also children who speak English as an additional language. The provision is registered with Ofsted on the Early Years Register.

There are five staff who regularly work with the children all of whom hold appropriate early years qualifications. The setting is supported by the local authority and is working towards the 'Aiming for Quality' assurance scheme.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are well cared for in a homely, welcoming environment that offers adult support for the varied learning and development needs. The setting supports inclusion well and has recently made additional improvements to children's welfare and learning opportunities. The manager's positive response to external advice has effectively improved practice. Parents speak very highly of the setting, the care that their children receive and the positive relationships they have with the staff.

What steps need to be taken to improve provision further?

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

- improve planning of child-initiated activities and develop staff's open ended questioning techniques to ensure children receive sufficient challenge and good opportunities for shared sustained thinking and problem solving

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

- ensure the premises are secure at all times 01/06/2009
- ensure there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play. 30/06/2009

The leadership and management of the early years provision

Commitment and dedication from the manager has seen the setting make recent improvements with policies, procedures and planning systems. Appropriate policies are in place and procedures such as daily risk assessments are completed by staff who are aware of their roles and responsibilities. The manager has started to evaluate the provision and plans are in place to develop the outdoor play area and further update policies in line with the EYFS. However leaders do not evaluate the effectiveness of the provision on outcomes for children. The current organisation does not offer children a balance of adult-led and child-initiated learning which is a requirement of the EYFS. Limited opportunities for well planned child-initiated learning results in a lack of challenge for the many more able children who currently attend. This results in children making satisfactory progress in their learning.

Children are safeguarded with robust policies and staff have a good knowledge of the procedure to follow if they have concerns about a child. However, although staff are present at the opened entrance door at the start of each session they are not consistently vigilant about who is entering the premises which compromises the security of the building. This is a breach of the legal requirement which states that providers must prevent intruders from entering the premises. Partnerships between the setting and other agencies are satisfactory. The children are invited to visit a range of adult-led activities at the school such as performances and 'Sam's Safari' and this supports children's transition to school well. The children have many opportunities to feel part of the school community. Parental partnerships are good in terms of sharing personal social and emotional developmental information though less opportunities for a two-way flow of information relating to other areas of learning.

The quality and standards of the early years provision

Children enjoy attending their sessions because staff and routines offer them emotional security and a sense of well being. Staff are sensitive to children's emotional needs for example, offering comfort and an alternative activity when a child became upset during a Brain Gym activity. Children self register with ease and separate from their parents quickly as they settle comfortably into the start of the session. Detailed systems are used by staff to observe, assess and plan for children's learning and development. However the systems are not yet working to full potential as there are limited opportunities in the environment for children to explore, investigate and make independent choices across all areas of learning. Staff's questioning techniques tend to rely on closed questions that limit children's capacity for developing shared sustained thinking and problem solving strategies. Good ratios ensure that children are able to enjoy board games, a range of resources and adult attention in abundance. Children confidently ask for other resources that are stored out of their reach in four of the five rooms. Children are taught about staying healthy through snack times where biscuits and milk or water are offered. Adults teach children how to stay safe very well. Children know what

numbers to dial if they need emergency services and carers share how children use the green cross code when crossing the road. Children enjoy role playing games in the outdoor play area using the tricycles and cars while learning about road safety. Adults teach children how to make a positive contribution by encouraging them to formulate their own rules for the setting. They treat one another with respect showing compliance with adults' expectations and interest in the activities on offer. Children have positive relationships with their key workers which ensures a happy atmosphere throughout the day.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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