



## Natural Steps After School Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY305089
<b>Inspection date</b>	02 February 2006
<b>Inspector</b>	Susan Victoria May
<b>Setting Address</b>	"The Globe", 12 Portman Road, Reading, Berkshire, RG30 1EA
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<b>Registered person</b>	Community Mission Project
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Natural Steps Out of School Club registered in 2005. It is managed by committee responsible to the Community Mission Project. The club operates from The Globe, a community building situated on the Portman Road trading estate. The club serves the local community and surrounding area. The group has the use of the youth hall, kitchen and toilet facilities. There is a secure outdoor area for play.

There are currently 16 children from 4 years to 8 years on roll. The setting is able to support children with special needs and children for whom English is an additional language. The after school club operates from 15:00 to 18:00 Monday to Friday,

during term time only. The club offers some full day holiday care. Children may attend for a variety of sessions.

There are four staff who work with the children. Of these, three hold an appropriate qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children flourish because staff follow policies and procedures effectively; they consistently meet children's physical, nutritional, and health needs. Documentation to accurately record accidents is in place and shared with parents. However, current procedures do not ensure confidentiality of information. Children unmistakably show developing body awareness and begin to recognise their needs. For example, they know if they are tired after the school day or when they need to rest; and good forward thinking by staff ensures there are opportunities for them to choose and enjoy a quiet activity. Children are confident and demonstrate independence in their personal care; staff actively promote children's understanding of good hygiene through best practice.

Children explore, test and develop physical control daily. Staff's good understanding of each stage of development means the youngest children are confident to try out new skills, ask for help when needed and set their own limits within the safe environment. Children enjoy physical exercise, participate enthusiastically in free play, and take part confidently in events, such as team games. Opportunities to increase control and co-ordination are available daily through a variety of activities.

Children begin to understand the benefits of a nutritious diet through the provision of activities and discussion. For example, the 'food' posters made by children help them significantly increase their knowledge and form a clear understanding of the basis of a healthy eating regime.

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

The provision is good.

The risk of accidental injury is minimised because staff are extremely vigilant and complete daily risk assessments to reduce potential hazards. Staff have an excellent understanding of how to achieve a balance between freedom and setting safe limits encouraging children to help organise their environment, for example with equipment. This allows children a purposeful sense of challenge and a growing knowledge of how to keep themselves safe. Children practice the emergency evacuation procedures on a regular basis. This helps them become familiar with the routine in the event of an emergency.

Children independently select activities from the extensive range of high quality toys and equipment which meet safety standards. Staff carefully monitor and provide

children with a stimulating choice of toys and activities that are safe and appropriate to their age and stage of development. Staff ensure children's safety is a priority.

Staff safeguard and promote children's welfare and development through regular communication with parents, comprehensive written policies and procedures, and ensuring that all documentation is in place.

Through first aid procedures, qualified staff ensure minor accidents and incidents are dealt with effectively. To keep children safe, staff have local child area committee procedures in place and give top priority to children's welfare.

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

The provision is good.

Children are secure and confident in the setting; they settle well and are totally at ease. They relate very well to each other, show each other care and consideration, play together and socialise across the age range. Staff provide a stimulating range of appealing toys and activities, which children clearly enjoy, show considerable interest in, and which help to promote development and learning in all areas. Children share toys with little or no prompting during their play.

Staff recognise the uniqueness of each child and are sensitive to their individual needs; children make excellent progress because of the good support they receive. Staff spend time playing with children and listening to them in order to further their progress. For example, in communication skills, staff are competent in developing children's language and extending thinking through questions and dialogue. Children begin to make sense of the world, express their ideas and communicate animatedly as they eagerly take part in the range of activities on offer.

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

The provision is outstanding.

Staff know each child extremely well; they treat children with respect, meet their needs and value their individuality to help children to feel good about themselves. There are effective systems in place to support children with special needs and for children with English as an additional language. Staff have a positive understanding of all equal opportunities issues, and this helps children develop a significant awareness of their own and other cultures. Children develop a strong sense of place and learn about where they live through outings within the local community.

Children's behaviour is exemplary; they are lively and curious, very polite and need little encouragement to say please and thank you. High expectations of staff and consistent boundaries help develop children's sense of right and wrong. This helps them to take responsibility for their own behaviour. Children respond positively to requests from staff and are eager to help and please. Praise and encouragement from staff builds children's self-esteem. Children develop a strong sense of the self through this positive attitude.

An excellent partnership with parents contributes significantly to children's wellbeing in the nursery. Staff actively seek parent's involvement in the setting and with children's welfare at home. For example, through effective information sharing, staff highly value parents' views about children's needs. Staff ensure all parents know how their children are progressing and developing. Children benefit greatly from the involvement of their parents contributing to their good health, safety, development and learning.

## **Organisation**

The organisation is good.

Staff enhance children's care by the quality of organisation. Comprehensive policies and procedures guide the staff in their daily practice. The supervisor has a friendly, business like approach to parents and maintains records accurately promoting children's welfare, care and learning. This ensures the setting meets children's needs; staff share all relevant information with parents. A good two-way flow of information ensures continuity of care.

Children benefit from the well organised environment, where they receive adult support to help them feel secure and confident. Staff use their time well, a flexible approach allows children the opportunity to organise and pursue their own games. Staff regularly update knowledge by attending relevant childcare courses. This commitment to continuous improvement ensures ongoing knowledge of current childcare practices, which ensures children's effective support, care and learning.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

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.

## **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.
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## 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):

- devise and implement a system to ensure confidentiality is observed when requesting parents sign accident forms

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)