

Second Steps

Inspection report for early years provision

Unique reference number	EY428291
Inspection date	13/01/2012
Inspector	Lynn Hughes

Setting address	Station House, Station Approach, Laindon, Essex, SS15 6AB
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Type of setting	Childcare - Non-Domestic

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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).

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.

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Description of the setting

Second Steps was registered in 2011 and is privately owned and run. It operates from a converted station house in Langdon, Essex. The out of school club is open from 7am to 9am each morning and from 3pm to 7pm each evening, five days per week during term time only.

A maximum of 20 children under eight years may attend the club at any one time, all of whom may be in the early years age range. There is currently one child in this age group on roll. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The club employs three members of staff, all of whom hold appropriate qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provision is not meeting the requirements of the Early Years Foundation Stage. Children's needs are not effectively met as staff's knowledge of the day-to-day running of the provision is poor. Limited evidence is kept on site regarding the suitability and qualification of the staff. Some systems are in place to enable staff to communicate with other settings, however, these are in their infancy. Evidence to show how staff review and evaluate the provision to ensure continuous improvement is limited.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure at least one person with a current paediatric first aid certificate is on the premises at all times when children are present. There must also be at least one person on outings who has a current paediatric first aid certificate (Organisation) (also applies to both parts of the Childcare Register) 30/01/2012
- ensure appropriate documentation regarding staff details, qualifications and proof of clearance is available at all times for inspection (Safeguarding and promoting children's welfare). (also applies to both parts of the Childcare Register) 30/01/2012

To improve the early years provision the registered person should:

- improve hand washing procedures to prevent the spread of infection and to help children understand the importance of good personal hygiene
- review the organisation of snack and meal times to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to involve all staff in identifying the setting's strengths and priorities for development that will improve the quality of provision for all children
- develop opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity
- promote positive attitudes to diversity and difference by developing staff's knowledge and understanding of inclusive, anti-discriminatory practice so that planning identifies the needs of different groups of children.

The effectiveness of leadership and management of the early years provision

Children are not well protected from harm as the setting's safeguarding systems are poor. Records of Criminal Records Bureau checks to confirm the suitability of staff to work with children are not available. Therefore, the out of school club is unable to demonstrate that children are fully safeguarded. This is a breach of welfare requirements. There are also no records on site which prove the staff's qualifications, including first aid. These are kept at a sister setting close by. Staff demonstrate an understanding of their responsibilities with regard to protecting the children in their care. The premises are appropriately checked each day for safety and thorough risk assessments are carried out to ensure children play and learn in a safe and secure environment. There are some systems in place for the setting to review its procedures and working practices, however, staff working at the provision are not effectively involved in this process. Limited evidence is available to show how the setting uses self-evaluation effectively to maintain continuous improvement.

Children safely access toys and play resources from the selection available to them. They understand how the three rooms work, for example, one room is specifically used as a television/quiet room, one room is used for creative activities, snacks and meals, and one room is used for floor play and larger games. Staff are generally on hand to support children while carrying out the daily tasks, such as preparing the substantial snack and seeing children in and out at the beginning and end of the sessions. Staff qualifications are appropriate and they participate in in-house training events, however, staff show limited commitment to further developing their knowledge through training events and courses. Staff demonstrate some knowledge of the children attending and talk about their starting points and home backgrounds. However, their knowledge of effectively promoting equality and diversity throughout the setting is limited. Children have created a colourful wall collage of people from different countries and with different needs.

Staff are beginning to work with other provisions to share relevant information about children in the Early Years Foundation Stage. They communicate with the school and act as a method of two-way communication between the school and parents.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the out of school provision. They enjoy the company of their friends and get on well with the staff. They are beginning to develop independence by making choices in their play. They have fun dancing to their favourite tunes and enjoy expressing themselves through colourful and intricate drawings, chatting to their friends about what they are drawing. Staff encourage children to participate in group games and to learn about taking turns. Systems for using observations to plan appropriate and challenging activities for children are being developed.

Children are and feel safe within the provision as staff remind them of the importance of walking carefully up and down the stairs to the play areas. They know that they need to ask staff's permission if they want to obtain something from their bags, which are kept on the ground floor. Most children are transported from school to the provision in a mini-bus and they understand the safety rules connected with this method of travel. Children have some provision in place to enable them to learn about keeping healthy, however, the use of a communal hand towel in the toilet does not effectively prevent the spread of infection. Children are provided with fresh fruit to eat as and when they choose throughout the session. They also have a substantial snack, which is prepared on site. However, at present there are limited opportunities for children to be actively involved in the preparation and serving of snacks, which prevents them from developing independence skills. Plans are underway for the setting to have access to an outdoor play area, however, at present this is not available, therefore children have limited opportunities to experience fresh air and to participate in outdoor play experiences.

Children are generally settled and comfortable at the setting. They move confidently around the building and approach staff with ease. Children's self-esteem is promoted by staff speaking to them in a calm manner and praising their good behaviour. Children are provided with some opportunities to develop their knowledge and understanding of other people's different cultures and religions through discussion, books and the celebration of some festivals and special occasions. The range of toys on offer to children enables them to develop and progress some skills for the future, for example, they enjoy model making and accessing games which help them to solve problems and think critically.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 30/01/2012
- take action as specified in the early years section of the report (Qualifications and training). 30/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Arrangements for safeguarding children) 30/01/2012
- take action as specified in the early years section of the report (Qualifications and training). 30/01/2012