

Footsteps Out of School Club

Inspection report for early years provision

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Inspection date 01/02/2012
Inspector Christine Armstrong

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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

Footsteps Out of School Club is privately owned and managed. It opened in 2004 and operates from the community building and main school premises at Dosthill Primary School in Tamworth, Staffordshire. A maximum of 64 children may attend the club at any one time. The setting is open each weekday from 7.30am until 9am and from 3.15pm until 6.30pm for 39 weeks of the year. A holiday club operates during school holidays from 7.30am until 6.30pm. All children share access to a secure enclosed outdoor play area. There are currently 42 children in the early years age range on roll. Children come from the local and surrounding areas. The setting employs six members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are supported to make outstanding progress in most areas of learning because all adults recognise and nurture their interests and individuality. They encourage them to take a dynamic role within the setting. Exceptional focus is given to keeping parents and carers informed and included in the setting. Good partnership working with the school has been established and contributes to ensuring information regarding individual children is regularly shared. Robust policies and procedures are regularly reviewed and implemented consistently to protect and promote the safety and welfare of all children. Extensive monitoring and analysis, self-challenge and a shared passion to provide the very best ensures this setting is continually improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhancing the partnership working with the school to further promote continuity and progression of children's learning in relation to developing children's skills for the future.

The effectiveness of leadership and management of the early years provision

This setting has exemplary policies, strategies and procedures in place to ensure the safeguarding and welfare of children. Robust procedures are in place in relation to recruitment and vetting procedures, induction and ongoing training. A comprehensive in and out house training programme is ongoing and ensures that all staff members have a comprehensive understanding of what to do if they are worried that a child is being abused. Detailed written safeguarding policies and

procedures are effectively implemented, reviewed regularly and shared with parents, further protecting and promoting children's welfare and safety. Comprehensive risk assessments are carried out for the indoor and outdoor areas and all activities and outings. As a result, the environment in which children are cared for is very safe and secure at all times. Meticulous arrangements are in place to support children's good health and minimise cross-infection.

The setting is organised to create an extremely inviting environment to children and parents. Resources are of a very good quality, they include positive images of diversity. There is good quality information for parents together with photographs of children at play and displays of their work. Exceptional focus is given to including parents in the setting. For example, they are invited to take part in activities, such as making Halloween pumpkins and pancakes. They receive informative newsletters and regular updates on their child's progress and interests. Their views are sought and acted upon through the ongoing self-evaluation processes. All staff working in the setting are warm, caring and work well together as a team to foster extremely positive relationships with the children. All children are fully included and enabled to take a dynamic role in the setting. For example, children's views are sought and acted upon on a daily basis in relation to the planning of activities and experiences. They are included in the evaluation of activities and in the ongoing self-evaluation of the setting. This portrays a message that everyone is welcome and a valued participant in this setting. There are currently no children on roll who have special educational needs and/or disabilities. However, the setting understands the importance of working closely with other early years professionals and has arrangements in place to support such children. Very positive steps are being taken to work in partnership with the teachers in the school. Information is shared through discussion and communication books, which are completed for every child. In general, this information is effectively used by the setting. However, it is not yet fully utilised to maximise cohesion and consistency in relation to promoting children's skills for the future.

The team of staff, who lead and work in this setting are knowledgeable, skilled and fully committed to ongoing development. A culture of reflective practice and self-evaluation has been embedded, which has enabled them to establish an accurate understanding of the strengths and priorities for development. As a result, they continually meet the challenge to improve the quality of provision and inclusion for all children. This leads to better outcomes for children.

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

The quality of relationships between staff and children is a key strength in this setting. Staff get to know each child well and make very regular observations and notes of what children can do and their current interests. They use this information well to plan future activities and to inform parents of their child's progress.

Children thrive in this safe and secure environment. They are exceptionally well supported to share the responsibility for creating a harmonious, stimulating and safe environment. For example, children undertake safety checks outdoors to

check for hazards. Laminated wipe sheets provide a pictorial list of hazards that may be seen in the area and provide a section for children to record if the area is safe or requiring adult attention. Children takes turns in undertaking supervisory roles during tea time to ensure the smooth organisation of children into the toilet area and food collection area. During this time, children respond exceedingly well to their peer's expectations, they are patient and polite resulting in a harmonious and social tea time. Snack and tea time also develops and reinforce messages about healthy eating. Children take part in growing activities and preparing food. There is a wide range of healthy foods and drink available for children to try over the course of each week. The planning of activities and experiences are guided by children's interests and suggestions during daily discussion groups. High emphasis is given to offering children the choice to play inside or outdoors, with additional weather-proof clothing, so that they can still make the choice to play outdoors in more inclement weather. Children's positive attitude towards being outdoors and active is further enhanced through woodland activities held in a small adjoining bushed area. Displayed photographs and work show how children enjoy making dens, exploring the wildlife and nature and making mud prints. Throughout the year children are also introduced to a wider variety of physical pursuits, such as yoga and tennis, some of which are led by instructors.

Children clearly enjoy their time in the setting, taking part in the varied range of activities available at each session. They spend time playing board games and computer games independently in small groups. This enhances further children's social, cooperation and negotiation skills. Children clearly enjoy playing creatively and imaginatively using the varied and freely-accessible range of craft and small world resources. They spend time writing and drawing pictures, which they enjoy sharing with the adults around them. There is a well stocked book area and numeracy resources are available if children wish to use them. Staff are on hand to read books to children or engage in their play, interest and conversations. Children take part in fund-raising activities that help to support their awareness and consideration of others.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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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