

Natural Steps Nursery and After School Club

"The Globe", 12 Portman Road, Reading, Berkshire, RG30 1EA

Inspection date	25/09/2012
Previous inspection date	04/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Positive relationships between children and practitioners develop a strong sense of belonging. As a result, children are settled and secure they are confident to explore and motivated to learn.
- Every practitioner has a positive attitude and high expectations for each child. They have an accurate understanding of how children learn which ensures each child makes good progress taking into account their starting point. Children are involved, interested and eager to learn and are well prepared for school.
- Successful key person systems support and enable all children's needs to be met well. Practitioners know children well and accurately identify children's individual needs and abilities, tailoring and effectively seeking additional support from outside agencies.
- Practitioners know the children well. Effective observation and assessment systems enable practitioners to accurately identify children's next steps in their learning in order to promote the best outcomes for each child.
- Strong partnerships are in place between the setting and parents and carers. The setting shares information on a daily basis enabling practitioners to have an accurate awareness of each child's individual needs, which are met consistently. Highly positive relationships are in place where all work together to meet the needs of the child.
- The manager carries out regular monitoring of performance and identifies any additional training and development needs. Acting as enthusiastic, positive role models,

they play an active role within the setting and show commitment for further improvement.

It is not yet outstanding because

- The programme for physical development is not planned effectively in order that children have as much opportunity as possible to move freely between indoors and outdoors.
- Children do not have a welcoming book area and good access to books in all areas, including non-fiction and homemade books showing family members and everyday objects
- The programme for expressive arts and design does not enable older children to freely select and explore a wide range of materials, tools and resources.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector inspected the nursery and the after school club
- The inspector met with the manager of the nursery and the nominated person
- The inspector met with the after school club manager
- The inspector completed a joint observation with the manager of the nursery
- The inspector completed observations in the nursery of practitioners interaction with

children and held discussions with staff and children

- The inspector had discussions with parents and carers
- The inspector completed observations in the after school club of practitioners interaction with children and held discussions with staff and children

Inspector

Mandy Gannon

Full Report

Information about the setting

Natural Steps After School Club registered in 2005 and the nursery provision opened in 2009. They are managed by a committee responsible to the Community Mission Project. Both provisions operate from, "The Globe", a community building situated on the Portman Road trading estate in Reading. The nursery is in a purpose built provision within the community building and is open from 7.30am to 6pm, Monday to Friday for 53 weeks of the year. The after school club has the use of the youth hall, kitchen, restaurant and toilet facilities with a secure outdoor area for play. The after school club operates from 3pm to 6pm Monday to Friday during term time only. The provision serves the needs of families in the surrounding area. School children are collected from 10 primary schools. The provision offers some full day holiday care. Children may attend for a variety of sessions. Natural Steps are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 84 children on roll in the out of school provision aged from four to 11 years, of these four are in the early years age group. There are currently 21 children on roll in the nursery, all of whom are in the early year's age group. The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are currently 15 staff who work with the children. Of these, one member of staff is level four qualified, eight have level three, two have level two qualifications and three are undertaking training.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the education programme for physical development by including in planning the outdoor area, to enable children as much opportunity as possible to move freely between indoors and outdoors
- enhance children's literacy by providing an attractive book area where children and adults can enjoy books together offering both fiction and non-fiction books in all areas making family books using photo albums with photo's of family members.

- improve the educational programme for expressive arts and design by enabling older children to freely select and explore a wide range of materials, tools and resources

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from a setting where they make good progress overall, in all areas of learning, in relation to their starting points. The practitioners have a thorough knowledge of children's individual needs and how they learn. Practitioners ably demonstrate effective teaching skills as they ask children questions to make them think, and encourage their engagement. For example, they plan effectively to develop children's communication and confidence in the baby room through imaginative play. Practitioners use familiar stories and play along encouraging young children to pretend. Young children excitedly crawl through a tunnel and enthusiastically explore a den the practitioner has made under a table. Children confidently walk around the furniture and actively explore the environment. They proudly build with bricks and demonstrate their skills as they ably build a tower. At circle time in the pre-school room, children take pride in demonstrating their knowledge as they skilfully identify their name and the phonic sound of the first letter. Practitioners make regular observations and assessments. Overall, they plan effectively to identify next steps in children's learning, which they use to inform planning. However, the outside area is not effectively included in planning and practitioners do not fully enable children as much opportunity as possible to move freely between indoors and outdoors.

Children enjoy being creative and explore a wide variety of materials such as paint, glue and shaving foam. They excitedly use rollers with paint to make patterns and print with a variety of objects. Children's artwork is on display throughout the setting developing their sense of pride and achievement. Although, older children do not have sufficient opportunities to be freely expressive in art and design to independently make choices, select and explore a wide range of materials, tools and resources. Children enjoy books, and listening to stories. However, books are not attractively available in all rooms where children and adults can relax and enjoy books together. Children do not have good access to books in all areas including non-fiction books or child-made books, which include photographs of familiar adults. Children in the nursery and after school club enjoy a wide range of toys and activities. Children attending the after school club express how much they love coming to the club. A child says, 'it is fun we do good activities and I see my friends'.

The setting supports children who have special education needs and /or disabilities and children who speak an additional language. Parents for whom English is not their first language comment 'we were so worried how he would settle as we speak another language at home but they have been great and he is so settled and often doesn't want to go home!' Practitioners are actively working with parents in seeking familiar words in their home language to support children. Practitioners work closely with parents and other agencies to gain support if required in order to narrow the achievement gap. A designated

member of staff has regular contact with other agencies and professionals.

Children benefit from a setting where the practitioners have an accurate understanding of their individual needs and interests. Through regular observations and detailed information provided by parents. Practitioners complete detailed observations and assessment records, which they use to plan for children's development. Parents are actively involved in contributing to their children's development through engaging daily discussions. Practitioners have accurate systems in place to use their observations to assess all children's progress across the areas of learning. The setting is in the early stages of implementing the requirement for the two-year-old progress check, and has arranged training for staff.

The contribution of the early years provision to the well-being of children

Practitioners know the children well and are aware of children's individual needs through an effective key person system. Practitioners successfully gain details about the individual needs of each child through discussion, observation and the completion of records including the 'all about me' document. This provides a secure base for establishing children's starting points enabling practitioners to plan for individual's progress from their earliest days in the nursery. As a result, children settle quickly, as practitioners have an accurate understanding of their individual needs and tailor their care and learning to meet their needs consistently. Children are happy, settled and content as they form strong attachments to their key person, staff and other children within the nursery. Babies seek reassurance from their key person as unfamiliar adults enter the room showing secure attachments. Children demonstrate confidence and high levels of self-esteem, as they are motivated and enthusiastically explore the environment. For example, babies confidently use voice, gestures, eye contact and facial expressions to make their needs known.

Children feel safe and secure. Practitioners skilfully promote safety as they supervise the children well and remind them of safe practice. For example, they remind them that they must not run inside or they will fall and hurt themselves. Children gain a good understanding of good personal hygiene and healthy lifestyles through consistent routines. Older children are competent in self-care skills as they take themselves to the toilet, wipe their noses and are aware to wash their hands using paper towels to minimise infection. Effective nappy changing procedures are in place and babies actively cooperate. All children benefit from a varied balanced diet, which includes fruit and vegetables. Practitioners in the nursery sit with children at mealtimes as a social time and discuss their favourite foods, which the nursery reflects in the menu. Children in the after school club use the restaurant as they make individual choices and serve themselves, promoting independence. Children's individual dietary needs are met and drinking water is freely accessible in all areas. Children play in a clean well-maintained environment and have access to fresh air as they take walks in the community, visit local parks, and play in outdoor play area.

Children benefit from a setting, which is warm and welcoming. They form strong bonds with practitioners who are aware of the individual needs and treat them with kindness and

respect. Children behave well and there are well-established procedures to manage behaviour. Children are aware of expected behaviour and form positive relationships with practitioners and their friends. Consistent praise and encouragement reinforces children's understanding of expected behaviour as they learn to share, take turns and respect each other.

Skilled practitioners support children well as they move rooms within the setting effectively taking into account the individual needs of each child. Systems are in place to support children as they move onto school with some reception teachers visiting them in the nursery. The pre-school practitioner and after school club manager continue to work with local schools to establish these links. As a result, children are well prepared for the next stage in their learning.

The effectiveness of the leadership and management of the early years provision

Children play in a secure, safe environment where daily safety checks are in place to minimise hazards. Detailed risk assessments are in place and regularly reviewed and include inside, outside and outings. Practitioners effectively monitor the security of the building as they check identification of visitors and record their time of arrival and departure. Children are transported on minibuses to the after school club. Drivers have appropriate checks and practitioners accompany them when collecting children. Practitioners have an accurate understanding of safeguarding procedures to follow if they have any concerns. The nursery has a comprehensive safeguarding policy in place, which takes into account the recent changes and new requirements. The setting shares all policies with parents. Evacuation procedures are in place, which the practitioners and children regularly practice in order to know what to do in an emergency. Practitioners are vigilant and closely supervise children when they play and sleep. Effective procedures are in place for recording accidents, incidents and the administration of medication. High numbers of the team have paediatric first aid training and others are currently attending training.

The managers of both the nursery and the after school club have an accurate understanding of their provision. The management team have an accurate understanding of their strengths and areas for further development although a formal self-evaluation is not yet in place. Steps are in place to continually review and improve practices where the views of other professionals and parents identify areas for further development. The setting takes positive actions to address any issues. For example, the menu in the nursery has been adapted following feedback from parents. There are well organised vetting and induction procedures in place. Practitioners are suitably qualified, and update their knowledge and skills through training. The management team regularly monitors practice and are actively involved in the rooms with the children and practitioners. The setting accurately identifies any gaps in achievement and is in the process of introducing a formal appraisal system for practitioners. Recent changes to update planning and assessments take into account the revised Early Years Foundation Stage.

The setting is well organised and welcoming where practitioners work well together to enable children to play happily and learn successfully. The skilled practitioners have a good understanding of how children learn and continue to develop the setting and resources. The setting has effective partnerships with other agencies, and continues to promote links with schools. Successful partnership with parents enables practitioners to quickly identify children's individual needs and meet them well. Parents spoke very highly of the setting stating 'they are amazing they have just set my mind at rest as I return to work as I know my child is in such safe caring hands'. Also, 'they make the difficult job of returning to work and leaving your child so much easier'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for

registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY305089
Local authority	Reading
Inspection number	814916
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	96
Number of children on roll	105
Name of provider	Community Mission Project
Date of previous inspection	04/02/2009
Telephone number	01189 514444

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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