

The Step Up Group

Hook C of E Primary School, Garth Lane, Hook, GOOLE, North Humberside, DN14 5NW

Inspection date	15/11/2012
Previous inspection date	22/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children show high levels of independence and are curious to explore the learning environment indoors and especially outside. Their imaginative play motivates each other, creating early friendships and generating communication skills.
- Children's language development is given high priority. Practitioners confidently engage children within inclusive, fun and educational circle times.
- Physical development is encouraged and supported well, as practitioners join in with games and activities, movements and role-play.
- The practitioners take safeguarding children seriously; visitors are checked to confirm their identity and doors are secure.

It is not yet outstanding because

- Supervision procedures are not currently focusing enough to identify the impact of staff's practice.
- The management team have improvement plans in place. However, the self-evaluation has yet to be completed to identify strengths and weaknesses to effectively improve outcomes for children.

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.

Inspection activities

- The inspector observed activities within the rooms and in the outdoor learning environment, also observing snack time and lunch time.
The inspector looked at children's folders containing learning journeys and observations, assessment records and the planning. Also evidence of the suitability of staff working at the group and a selection of policies.
- The inspector completed a peer-on-peer joint observation with the manager and had discussions with the key persons.
- The inspector held meetings with the manager.
- The inspector also took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full Report

Information about the setting

The Step Up Group is managed by a voluntary committee and registered in 1994. It operates from five rooms within a bungalow situated in the grounds of Hook Church of England Primary School and has an enclosed area for outdoor play. The group is registered on the Early Years Register. It serves the local community and surrounding areas. There are currently 28 children on roll. They provide early education funding for

three- and four-year-olds.

The group is open from 9am until 3.30pm five days a week during term time only. There is six staff, of which four hold appropriate early years qualifications. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. They receive support from the local authority and are a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- develop supervision and coaching to improve staff personal effectiveness, such as, providing individual training and development plans, and completing peer-on-peer observations
- extend self-evaluation to clearly identify strengths and weaknesses in provision; identifying and implementing plans to improve outcomes for children.

Inspection judgements

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

The seven areas of learning of the Early Years Foundation Stage are effectively understood by the practitioners. Children's starting points on the 'All about me' sheet are gained from parents before they start and these are then updated regularly. This enables key persons to monitor their key children, ensuring each child's individual needs and development is observed and met. Practitioners have a very good understanding of how to engage and capture children's interests. They carefully follow this interest, linking it into all areas of the environment, ensuring children are motivated and inquisitive.

Activities about the rooms provide interesting experiences for all children. For example, junk modelling and collage, give good opportunities for creative expression. Children build structures with various construction materials and count during lotto games, promoting children's mathematical development. Displays exhibit how children have looked at their family trees and other cultures, revealing their learning of families and communities in their environment and in the world and helping them value peoples similarities and differences.

Children's communication is supported effectively as practitioners actively engage in role-

play, extending children's language through asking what they would need and what they could do. This is illustrated through an imaginary trip on a chair train outdoors, children explain they are going to see Santa and need special tickets. This encompasses children's personal, social and emotional development through building positive relationships and enabling the environment to be changed to meet the children's current interest and extended to meet their ever changing play.

Children's early literacy skills are developing well, as children are encouraged to read their name cards and register themselves. Throughout the rooms and outdoors, children access and use writing materials freely. They discuss what their marks mean to them and ask practitioners to write name labels of who they want to be, such as, the train driver and the lollipop lady. This demonstrates children's understanding of the written word. The circle time activity of letters and sounds embraces the story of a bear hunt. Children are encouraged to repeat sounds and actions; and practitioners elaborate the sounds to assist children's familiarity and promote correct soundings.

The manager and key person complete home visits to establish good relationships with parents and children, then further visits to the group provide the time to help children settle. Parents are encouraged to give feedback about their children's interest and achievements, through regular feedback and observation sheets. These are added to children's folders and key persons planning, enabling staff to monitor their key children, ensuring each child's interest, individual needs and development is observed and met effectively.

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

The key person system is established successfully which enables children to form secure attachments with practitioners and their peers. Children develop good relationships with practitioners and with each other and they greet each other warmly on entering the group. Parents talk freely with practitioners, discussing concerns and their child's achievements. The welcoming and well organised rooms and outdoor space offers a variety of areas for children to explore freely, enabling children to gather resources independently to support their interest and their play. Children thoroughly enjoy the outdoor area, where supported by practitioners, scaffolding children's interest is inspired. Travelling around on bikes stimulates the interest of the zebra crossing, children and practitioners act out road safety, using a chalked crossing and name labels to distinguish the lollipop lady. These activities support the use of the Highway Code for pedestrians and vehicles, demonstrating children's knowledge of effective safe practices.

Children are provided with a healthy snack, such as, cereal, toast and fruit slices in the morning and a selection of fruit in the afternoon. Children bring in their own packed lunch for lunchtime. Children are encouraged to wash their hands before snack and lunchtime, ensuring healthy practices are maintained. Physical development is promoted effectively as children enjoy Brain Gym activities, following actions and movements on the screen, supported by active practitioners. The free-flow outdoor space enables children to use this area well, providing ideal opportunities for children to move in a range of ways, gaining

confidence in their developing physical abilities.

Children's independence is supported highly, as children are encouraged to pour their own drinks and move between rooms, to freely choose their choice of play or activity. Behaviour is managed well, children are reminded to take turns and wait for others, gaining an understanding of respecting each other. Children are reminded not to run indoors and to share. This improves children's understanding of appropriate and acceptable behaviours and boundaries.

The environment embraces children's home languages and displays makaton signs to assist children's understanding. Staff attend meetings as required to support children with identified needs, to assist the children and their family, to gain additional support, specialist assistance or funding as required. The group has successful links with the school and teachers visit the group and the group visits the school, aiding transitions. The group provides short assessments for other settings children attend and seek to gain information from these settings. Thus, providing continuity and coherence for children in the group's care, across the different settings children attend.

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

Children's assessment and planning across all seven areas of the Early Years Foundation stage are evidenced effectively. Observations and photographs and dialogue capture what the child is doing. The tracking overview and in-depth assessment grids exhibits how key persons monitor their key children, ensuring each child's individual needs and stages of development are observed and met. Planning incorporates children's individual interest and adult-led activities, ensuring children encounter a broad range of experiences. The assessment system enables practitioners to identify gaps in children's learning or development effectively.

The group and practitioners take safeguarding children seriously; visitors are checked to confirm their identity and all doors are locked. Practitioners all complete safeguarding training and are aware of local safeguarding procedures. Parents are met and welcomed by practitioners as they leave and pick up children. The group has detailed policies and risk assessments to ensure the safeguarding requirements are met. These along with staffs vigilance and maintained ratios ensure children's safety is upheld throughout their varied sessions.

The management team are particularly motivated to improve theirs and their team's knowledge and learning. They hold regular staff and cluster meetings. They hold in-house training and complete appraisals. However, practitioners' individual training and professional development plans are not established to identify any individual training needs and secure opportunities for continued professional development. Current arrangements do not effectively monitor, supervise and coach the team to improve their personal effectiveness, for the benefit of all the children.

The group works closely with parents and relevant professionals to ensure appropriate interventions for children is received to support them as needed. For example, calling upon the services of the speech and language therapist, and Barnado's. Therefore, identifying children's needs and meeting these through early intervention methods is effective. The management team have improvement plans in place. The group takes into account staff and parents views, using questionnaires and regular meetings. However, this information has yet to be used to effectively monitor the group, to identify strengths and weaknesses and set clear targets for further improvement.

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	314744
Local authority	East Riding of Yorkshire
Inspection number	818993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	28
Name of provider	The Step Up Group
Date of previous inspection	22/05/2009
Telephone number	01405 766953

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Type of provision

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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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