

# Footsteps Out of School Club



Dosthill School, High Street, Dosthill, Tamworth, Staffordshire, B77 1LQ

## Inspection date

17 July 2015

Previous inspection date

1 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching is excellent. Provision for two-year-olds is expertly organised so that their learning is promoted exceptionally well. Staff have an excellent understanding of how the youngest children learn and develop.
- Staff's interactions with children of all ages are superb. Staff promote children's language and thinking skills extremely well through conversation and skilful questioning. They extend young children's vocabulary by naming objects and colours.
- Staff form very strong relationships with the children. They are kind and attentive to children's interests and needs. Children of all ages develop confidence, are happy, and enjoy being in the provision.
- Children's behaviour is exemplary because staff are excellent role models. They successfully support children to share, take turns, interact and play cooperatively.
- Children's good health is promoted very successfully. They enjoy healthy snacks and drinks. School-aged children are provided with healthy breakfasts and teas. All children benefit from a very good range of activities outdoors, including a forest school.
- Highly effective arrangements are in place for safeguarding children. Staff have a thorough understanding of how to implement safe working practices. This ensures that children are kept safe and are well protected during their time in the setting.
- Staff build exemplary partnerships with parents, teachers and other professionals to ensure that there is continuity in children's care and learning and that all their needs are met.
- Leaders rigorously evaluate practice and seek the views of children, parents and other professionals. They identify the strengths of the provision and areas for further development in order to drive and maintain very high-quality practice.

## What the setting needs to do to improve further

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

- continue to extend the already excellent range of fun, challenging activities and experiences offered, based on children's interests.

### Inspection activities

- The inspector toured the premises and observed the staff engaging with children in a range of activities, inside and outdoors.
- The inspector looked at documentation, including a sample of policies, planning and children's assessment records.
- The inspector carried out joint observations with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to during the inspection.

### Inspector

Victoria Mulholland

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Well-qualified, experienced staff promote children's learning through an excellent variety of enjoyable and challenging activities. The broad range of stimulating resources and experiences is used very effectively to meet the needs of children of all ages. For example, the youngest children hunt enthusiastically for pictures that are hidden around the forest school area. As they find them, they match them to a record sheet and purposefully use a pencil to mark them off. Staff encourage the children to count how many they have found and how many are left. This successfully builds on their numeracy skills and mathematical understanding. Their early literacy skills develop as they enjoy listening to stories and joining in with songs and rhymes. Overall, staff are highly effective in helping the youngest children to be ready for the next stage in their learning, and the eventual move on to school. They skilfully use their observations and assessments to identify young children's next steps in learning. They very effectively plan and tailor activities to promote young children's development and continued progress in these areas. Older children's learning is equally well supported after school, as staff offer to help with homework. Older children enjoy gathering natural objects in the forest school area. They work together to arrange the objects on the ground to create pictures, such as faces. Art and crafts, games, gardening and cooking activities are also regularly enjoyed.

### **The contribution of the early years provision to the well-being of children is outstanding**

Key persons work very closely with parents from the outset to maintain children's well-being. Children have excellent opportunities to exercise choice and make decisions about how they spend their time in the setting. Children's independence and self-care skills are promoted extremely well, so even the youngest children are supported to manage things for themselves. After school, part of the session is split into two groups for children aged under and over eight. At other times, older and younger school-aged children confidently mix with others of different ages. As children move up from the under eight group, they are initially paired with a 'buddy', an older child who helps them to find their way around. This very effectively helps children to move on and settle quickly. Children of all ages learn to keep themselves safe as they explore in the forest school area.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

Leaders have an excellent understanding of the requirements of the Early Years Foundation Stage. They review the provision very effectively to determine how it can be improved even further. Since the last inspection, leaders have successfully introduced daytime sessions for two-year-old children and are carefully planning for future growth. Managers are keen to further extend and enhance the range of experiences offered to children. For example, they are currently considering adding a science club for school-aged children. Very successful arrangements for checking staff performance ensure consistent, high-quality practice across the staff team. Staff have very good opportunities for ongoing training and continued professional development.

## Setting details

<b>Unique reference number</b>	EY289854
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	848751
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Footsteps Day Nurseries Limited
<b>Date of previous inspection</b>	1 February 2012
<b>Telephone number</b>	07840752625

Footsteps Out of School Club was registered in 2004 and operates from within the grounds of Dosthill Primary School. The club employs five members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 or 5. The club opens Monday to Friday during term times. Sessions are from 7.30am to 9am, and from 3.15pm to 6.30pm. A holiday club operates during school holidays from 7.30am to 6.30pm. The provision provides funded early education for two-year-old children, Monday to Friday, from 9.15am to 12.15pm during term times.

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