

Natural Steps After School Club

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



Inspection date	13 June 2019
Previous inspection date	20 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

This provision is good

- Since the previous inspection, the provider has reflected on the practice and provision. This includes gaining advice and support from professionals and providing training to staff. This has helped to develop and improve the quality of the provision and staff's practice. There are some areas of practice to continue building on to ensure the quality is continuously maintained and developed in the future.
- Staff demonstrate a secure understanding of their roles and responsibilities. They know the policies and procedures and how to promote children's well-being and safety effectively.
- Children enjoy their time at the club. They arrive happily and settle well. They know the routines, such as putting their belongings away. Staff support children effectively at these times, for example helping them when needed. This helps to build young children's confidence in following the routines.
- Staff set out resources, including games and drawing materials, on tables ready for children's arrival. This enables children to start their play and activities as soon as they arrive. Children confidently make choices about their play and activities. There is a good range of resources easily accessible in the room. However, the provider has not fully considered children's comfort when they play on the floor.
- Children's behaviour is good and they are polite and respectful to others. Staff are good role models to children during their interactions with them and with other staff. They manage children's behaviour appropriately. For example, they are consistent and gain children's attention, such as when explaining it is time to tidy up for tea.
- Older children show care and consideration for younger ones. This helps younger children feel confident to engage and play with them, which promotes an inclusive atmosphere.
- The manager supports staff well. She works with staff and offers them guidance along with formal meetings to discuss and review their 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 reflect on the provision and practice to ensure the good quality reached is maintained and built on further
- review the environment and enable children to have comfortable places to sit and play, such as with toys on the floor.

Inspection activities

- The inspector observed children's arrival and their play and interactions with staff.
- The inspector spoke to the manager, staff and children during the inspection.
- The inspector took account of the views of parents through sampling recent surveys completed by them.
- The inspector sampled documentation, including evidence of staff's suitability, training certificates and some policies and procedures.

Inspector
Sheena Bankier

Inspection findings

Effectiveness of leadership and management is good

Staff know and understand their responsibilities to safeguard children. They have undertaken training, such as learning about the 'Prevent' duty. Staff are aware of the indicators that may raise their concerns about children's welfare, including those that relate to wider safeguarding issues. Clear safeguarding information is displayed on the premises, such as posters stating mobile phones are not to be used. Since the last inspection, improvements have been made to keep children safe. For example, when serving food, hot cooking pots are kept out of reach and children view pictures of the food available. This helps children to make choices about what to eat, while keeping them safe. The arrangements for safeguarding are effective. The provider and manager gain the views of others when evaluating their service. For example, parents offer their views through parent surveys, and daily staff discussions evaluate children's experiences. Staff welcome parents warmly when they arrive to collect their children and communicate well with them. Staff are encouraged to undertake professional development, such as training. For example, staff work towards gaining relevant qualifications. Staff speak positively about how they are developing their skills and knowledge to support children at the club.

Quality of teaching, learning and assessment is good

Children make friends across the age groups and with others from different schools. They play together well and have fun. Staff join them in their play and interact positively with them. For example, when children draw pictures, staff chat to them about what they have drawn. Staff encourage children to recall their experiences, for example by asking them questions. This helps to support children's communication and language skills and complements their learning in school. Staff regularly exchange information with the school teachers, for instance when children are picked up. In addition, the manager communicates with the schools, including through telephone conversations and meetings. This helps to promote consistent care for children. The different resources and activities offer children opportunities for quiet and active play, either by themselves, or with their friends. For instance, some children enjoyed playing board games in a small group, and other children experimented with constructing a marble run. Children enjoyed creative activities with staff, such as modelling with dough.

Personal development, behaviour and welfare are good

During the holiday club, children spend time outdoors. For example, they visit the park. During term time, children benefit from physical activity indoors. For instance, there is a large space free in the room to play ball and skipping games. Children of different ages enthusiastically joined in with a skipping game with staff. This helped children to be energetic and work together. Children behave sensibly, such as lining up patiently to wash their hands before eating. Staff provide a freshly-cooked meal made on the premises and offer healthy options, including salad and fruit. Children show independence. They confidently help themselves to the salad and freely available water, which they pour themselves. The mealtime is a sociable and relaxed occasion. Children happily chat to each other and the staff. They enjoy the food and there is plenty of food available and children return for second, and even third, helpings.

Setting details

Unique reference number	EY305089
Local authority	Reading
Inspection number	10090984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	65
Number of children on roll	99
Name of registered person	Community Mission Project
Registered person unique reference number	RP904121
Date of previous inspection	20 December 2018
Telephone number	01189 514444

Natural Steps After School Club registered in 2005. It is located in Reading, Berkshire. It operates a breakfast club from 7.30am until 9am and an after-school club from 3pm until 6pm, Monday to Friday, during term time. Holiday care is provided between 8am and 6pm during school holidays. There are six members of childcare staff, of whom three hold relevant qualifications at level 3 and two hold qualifications at level 2.

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