

# Inspection of First Steps at R L Hughes

R L HUGHES COUNTY JUNIOR AND INFANT SCHOOL, Mayfield Street, Wigan WN4 9QL

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Inspection date:

12 November 2019

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children arrive eagerly at the club at the end of the school day. They look forward to chatting with friends while they sit together and enjoy a tasty snack. Children are provided with healthy, freshly prepared meals such as pasta, salad, vegetables and fruit. Individual dietary needs and preferences are known and catered for to ensure children have a wide selection to choose from.

Children enjoy a wide variety of activities which are planned for different age groups and interests. Art and craft activities are provided to fit around various themes. Children explore colour and texture as they use different techniques to create autumn paintings. They spend time developing their masterpiece and delight in sharing their artistic creations with staff.

Children's physical development is promoted well. Children join in with group action games, and explore an obstacle course set up in the hall. They balance, climb and practise forward rolls.

Staff have high expectations and are positive role models for children. Strategies, such as raising their hand and waiting for children to stop and listen, encourage a culture of mutual respect. Staff speak to children about their day and show a genuine concern for children's feelings. However, there are times during the session when younger children's interests are slightly overlooked. This tends to be at the beginning of the session when staff are busy organising the daily routine.

### **What does the early years setting do well and what does it need to do better?**

- The management team has implemented changes in recent months with regard to staff roles and responsibilities. Staff appraisals and monitoring of staff performance have been further developed. These changes have had a positive impact on staff well-being and improved communication. Staff work well as a team and identify areas for development. However, the manager does not always monitor all aspects of the club's organisation. There are occasions when staff are not fully involved in engaging with children, as they are preoccupied with daily routines.
- Children develop positive relationships with staff. They explain that they feel safe and can talk to staff if they are worried about anything. Children's individual interests are taken into account when planning activities. Staff talk to younger children about what they enjoy. A suggestions board is provided for older children to write down their ideas for future activities. A favourite activity is making play dough. Staff encourage children to name the ingredients they need to gather before making the dough together. Children remain involved in this

activity for a long time, showing increased levels of engagement and focus.

- Staff organise the club environment to cater for children's different ages and interests. There are clearly defined areas within the club that allow for various activities. This means that children are able to make independent choices and easily access a wide variety of resources. Children choose from imaginative play in the home corner, drawing, small-world play with dolls and construction with train tracks and blocks. Children build dens in the cosy corner with blankets or relax on the comfortable sofas and talk to friends.
- Staff develop effective partnerships with parents and carers. They inform parents about upcoming events and discuss children's individual needs. Questionnaires and an online discussion enable staff to gain parental feedback. Staff have begun to use these comments to inform future planning.
- Staff have a detailed discussion with parents before children start to attend, and complete required paperwork. Children with special educational needs and/or disabilities are supported well. Staff adapt activities and ensure appropriate resources are in place to enable all children to be included. Staff promote children's understanding of diversity through activities and discussions. Children are encouraged to respect each other. Older children demonstrate a caring and supportive attitude towards younger children.
- The management team ensures that required documentation is in place. Staff understand their responsibilities in maintaining daily records, helping to protect children's well-being. Staff develop effective partnerships with school staff, both at the host school and other local schools which children attend. This means they are able to discuss children's individual needs and are kept informed of children's well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Effective recruitment procedures are implemented to ensure that staff working with children are deemed suitable to do so. Appropriate checks are completed when new staff are appointed. In addition, the management team discusses ongoing suitability with staff on an annual basis. Detailed policies and procedures are in place which are shared with parents. Staff demonstrate an in-depth knowledge and understanding of the appropriate procedures to follow should they have any concerns regarding children's welfare. They attend training and have regular discussions regarding safeguarding issues during staff meetings. This helps to keep their knowledge fresh and up to date.

## Setting details

<b>Unique reference number</b>	EY476182
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10129222
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	3 to 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Cansfield High School
<b>Registered person unique reference number</b>	RP533566
<b>Telephone number</b>	01942711964
<b>Date of previous inspection</b>	5 April 2016

## Information about this early years setting

First Steps at R L Hughes originally opened in 2012 and re-registered in 2014. It is operated by the Governing Body of Cansfield High School. It is one of two early years settings provided by them. The club operates from dedicated rooms within R L Hughes Primary School, which is in the Ashton-in-Makerfield area of Wigan. It serves children who attend the host school and others in the local area. There are four staff members working directly with children, most of whom hold appropriate early years qualifications at level 3. The club is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time. It also operates from 7.30am to 6pm during most school holidays.

## Information about this inspection

### Inspector

Wendy Dockerty

## Inspection activities

- The inspector completed a tour of the areas used by the club to find out how they are organised, and the range of activities provided.
- The views of parents were taken into account as the inspector spoke with several parents during the inspection and read emails sent by parents.
- The inspector spoke to children throughout the inspection at appropriate times.
- The inspector checked a sample of documentation, including evidence of staff suitability, qualifications and training.
- The inspector held meetings with the management team and spoke with staff throughout the inspection.

We carried out this inspection 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.

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