

Inspection of Right Step Nursery & Kids Club

Newstead Primary Academy, Waterside Drive, Stoke-On-Trent, Staffordshire ST3 3LQ

Inspection date: 24 June 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at this sociable club. They make kind friendships. For example, older children hold hands with younger children as they listen to the instructions of a game. Children share ideas for play with their peers and they cooperatively play in a group. For example, children of mixed ages take turns to jump over a skipping rope, held by another two children. This ensures their peers succeed in their jump. Children's behaviours are good. They make orderly lines as they patiently wait for their turn.

Children benefit from a large outdoor play area. They independently take part in large amounts of physical play. Activities are suitable for all children and they are fully engaged in their play. Children receive large amounts of praise from staff for their efforts and involvement. For example, children receive a 'privilege card'. This is entered into a daily prize draw and the winner takes home a reward. Children are extremely proud of their prize and have high levels of self-esteem.

Children confidently select their own resources. They use a 'wish tree' to ensure their views are heard. For example, children write down what resources they wish to have and feed these to the tree. Staff collect children's views and ensure their ideas go into the environment provided. Children form close bonds with staff and enjoy having a hug. They give staff a 'hug card' to highlight their needs. Key person relationships are strong. Staff hold conversations with children to understand about their day and how they feel.

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

- Managers and staff heavily focus on promoting children's positive behaviours. They reinforce rules through multiple choice questions. For example, children take part in a team quiz. They demonstrate a good understanding of the rules and why rules are important. Children say, 'they must always be seen' and know this is due to stranger danger. Children respond well to staff when they clap to gain children's attention and ensure they hear instructions. This promotes children's safety. Children have a clear understanding of expectations. However, staff do not consistently remind children to use their manners.
- Children benefit from a wealth of purposefully selected stories, which focus on emotions and feelings. Staff consider the broad ages of children who attend club. For example, younger children explore the story of 'The Very Hungry Worry Monsters' to talk about their feelings. Older children are responsible for their own on-site library. They check out the books they wish to take home. On return, children independently review the borrowed story. They write a recommendation for other peers who may wish to borrow next, including the

age group the story might benefit.

- Staff fluently share information with schools attended by children. They ensure a collaborative approach to working together. For example, they devised a calendar in partnership with the on-site school. This consists of initiatives and events the school are taking part in. This allows staff to build on what children learn at school and incorporate this into their planning.
- Staff know children extremely well and their family backgrounds. They take time to learn about children's interests and the specific targets they are working on at school. However, staff do not fully promote children's independence, such as at mealtimes.
- Parents state they are happy with the service provided. They say the club is 'flexible'. Managers and staff are continually seeking the views of others to better the service they provide. For example, staff introduced a 'You said, We did' board. This ensures staff act on the views of others and use those views to drive improvement.
- There are secure arrangements in place to support children with special educational needs and/or disabilities (SEND). Staff regularly meet with school teachers and other professionals to discuss individual children. They are confident to evaluate the environment to adapt activities and their approach. This has a positive impact on children's outcomes. For example, staff use a 'stop spot' to support children to self-reflect and calm down.
- The manager knows her staff team very well. They share job roles to ensure staff develop skills and confidence in all areas of the organisation. This enhances continuous professional development. The manager conducts supervisions to review practice and understand what knowledge staff need. For example, prior to Anti-Bullying Week, the manager organised purposeful training to ensure staff were equipped to support children to identify bullying and know what to do next.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is paramount. Children are taught to keep themselves safe. They learn 'pants are private'. The manager and staff are knowledgeable about child protection and safeguarding issues, including female genital mutilation, county lines, online safety and the 'Prevent' duty. They have a good understanding of different types of abuse and key indicators for concern. Staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare. They are confident to whistle-blow should they have concerns about another staff member. Systems are in place for monitoring mobile phones. Staff have created a box for the safe storage of phones to ensure children are kept safe.

Setting details

Unique reference number	2519936
Local authority	Stoke-on-Trent
Inspection number	10194601
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 at time of inspection	3 to 11
Total number of places	102
Number of children on roll	50
Name of registered person	Davies, Amanda Jane
Registered person unique reference number	RP905698
Telephone number	07584903561
Date of previous inspection	Not applicable

Information about this early years setting

Right Step Nursery & Kids Club registered in 2019. It is situated in Stoke-on-Trent, Staffordshire. The club is open Monday to Friday from 7.30am to 9am and 3pm to 6pm during school term time. There are five members of staff, three of whom hold appropriate early years qualifications from level 3. The club is on Newstead Primary Academy school site. Children whom attend club usually attend the on-site school.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the session and evaluated the impact on children's experiences.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. The views of parents were considered by the inspector, through verbal discussions.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children, safeguarding and complaint policies.

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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