

Inspection of First Steps at Winchelsea School

Winchelsea Cp School, 4a Sleaford Road, Ruskington, Sleaford NG34 9BY

Inspection date:

9 September 2024

**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

When new children start attending the club, they are supported by staff to understand the daily routines. For example, staff show them where to put their belongings when they arrive. They introduce them to the other children and help them to understand what to do at snack time. This helps to promote children's emotional well-being, resulting in them settling quickly and forming friendships. Older children recognise how staff keep them safe at the club. They say that staff know and see where they are and make sure they are doing the right things.

Children make choices about what they want to play with and are keen to do this as soon as they arrive at the club. They show their imagination when they play games with each other, such as with small army figures and blocks. They take it in turns to move the figures and confidently explain to visitors the rules of the game. Children say that their favourite activity is to play football. Outdoors, younger and older children kick balls to each other. They receive encouragement from their peers and staff to tackle and get the ball. Staff help children to develop their hand and eye coordination as they throw and catch balls with them. They receive praise from staff for catching a ball, helping to raise their self-esteem.

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

- Staff are supported to reflect on their practice. They attend training courses to help promote the safety and health of children. For example, they complete safeguarding and paediatric first-aid training. Staff use the internet to gather ideas for different craft activities to offer children, encouraging them to be creative. This includes providing them with experiences to make pretend spiders and rosettes.
- Children have opportunities to be independent. For example, when asked, they select cups and plates at snack time and make choices about what they want to eat. When children have finished their snack, staff ask them to put any food they do not want into the bin and to wash their plates and cups. Children do this willingly, listening and following staff's instructions well.
- Staff offer children a variety of nutritious snacks, such as crackers and fruit, to help promote healthy eating. Snack times are sociable occasions, where children talk to staff about their favourite foods. Children say that they like honey pork and roasts. However, staff do not fully help children to understand the benefits that healthy food and drink choices have on their bodies and teeth.
- Parents say that staff keep them informed about their children's time in the club. Staff share information with them about activities their children enjoy and any new foods they try. Parents say that their children often do not want to leave.
- Staff help children to build on the learning they receive during their day at

school. For example, staff read books to children. They provide opportunities for them to count when they play a game of dominoes, helping to develop their understanding of numbers. Children use pens and paper to draw, developing their pencil control for early writing.

- Staff reflect on the experiences they offer children. They ask children what activities and toys they would like in the club. When children ask for card games, staff provide these, enabling children to follow their interests. This contributes to children feeling valued and recognising that their comments are appreciated.
- Staff implement the same rules and boundaries in the club that children experience during their day at school. This helps to provide consistency in promoting positive behaviour. Children understand these and say that they need to respect each other and not throw things.
- Children show that they enjoy the time they spend in the host school playground. When they access larger apparatus, staff stand close by to children, to promote their safety. Staff remind them to be careful when they balance and climb while allowing them to take and manage risks themselves. This results in children confidently climbing across a chain bridge and jumping over objects.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2686523
Local authority	Lincolnshire
Inspection number	10350754
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	4 to 10
Total number of places	30
Number of children on roll	26
Name of registered person	Lincolnshire Childcare Limited
Registered person unique reference number	RP910155
Telephone number	01526 832518
Date of previous inspection	Not applicable

Information about this early years setting

First Steps at Winchelsea School registered in 2022. It is situated in the grounds of Winchelsea Cp School, Ruskington, Lincolnshire, and is independently run from the school. The club employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and one with level 3. The club opens Monday to Friday, during term time only. Sessions are from 3.20pm until 6pm.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider has 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 of the provider.
- The supervisor and the inspector completed a tour of all areas of the club.
- The inspector observed activities, indoors and outdoors, and the interactions between staff and children.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector carried out an observation of an activity with the supervisor.
- The inspector held a meeting with the supervisor. She reviewed relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to several parents during the inspection and took account of their views.

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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