

# First Steps Out Of School @ Chichester College

Inspection report for early years provision

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

First Steps Out of School is situated on the campus of Chichester College in West Sussex and has close links with First Steps Day Nursery. The single storey building is also used by the student nursery and there is a fully enclosed outside play area. Use is made of the adjacent garden area, the college playing fields, the artificial playing surface and the sports centre.

The provision provides care for children aged from four to eight years. It consists of a breakfast club which operates during term time from 7.30am until 9.00am; an after school club which operates from 3.00pm until 6.00pm during term time and a holiday club which is open from 7.30 am until 6.00pm during all state school holidays. Transport to and from some local schools is organised daily during term time.

The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open for 51 weeks of the year, closing on bank holidays and the week between Christmas and New Year. It is registered to care for a maximum of 40 children in the early years age range at any one time, with children up to 14 years also catered for.

There are currently 312 children accessing the range of out of school provision. There are 14 members of staff employed to care for the children, of which 12 have a recognised childcare qualification and a further two are working towards a qualification. Procedures are in place to support children with learning difficulties and/or physical disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time in the out of school provision and have many opportunities to influence what they do and what resources they might use. Staff recognise children's individuality, helping them feel a real sense of belonging. Equality and diversity issues are very well addressed through activities and resources. Staff have started to identify aspects of their provision that they would like to develop further, such as the children's records, which demonstrates a capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the observations and the children's records made on children within the early years age group.
- further develop reflective practice in order to identify areas for continuous improvement

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

Children are fully safeguarded due to the extensive knowledge and training of staff. Policies and procedures necessary to safeguard children's welfare are well written and implemented effectively by all staff. Clear vetting procedures ensure that all staff working with children are suitable to do so. Comprehensive risk assessments are undertaken to ensure that children play in an extremely safe environment. Visitor's identity is checked and a password system is in place, should someone other than the child's parent or carer collect them. A key pad system is used for entry to the provision and children are closely supervised at all times.

Staff are suitably qualified and work very well together as a team. The manager and staff have started to self-evaluate their practices to reflect on the settings strengths and weaknesses, and where improvements can be made. Resources are suitably deployed and easily accessible to children, which enables them to enjoy their time in the provision. The planning is clearly displayed for parents and some observations are made and added to the children's records. The setting promotes equality of opportunity extremely effectively and this helps children understand of their own and other cultures.

Excellent partnerships with parents have been developed and parents are able to express their views through feedback forms and conversations with staff. Very good links are formed within the local schools, nurseries and parents through shared information. This means there is shared care and learning and continuity for children between settings.

## **The quality and standards of the early years provision and outcomes for children**

Children are extremely confident and relaxed, thoroughly enjoying their time in the provision. The staff have established a welcoming environment for them and a real strength is recognising the importance of children influencing many aspects of it. For example, children of different age groups adapt an activity and build a den using a wide range of materials and furnishings. They are easily able to find resources for themselves and help each other with suggestions on how they should use them.

Children fully benefit from experiences in all six areas of learning, both indoors and outside, for example, playing team games in the playing field. They benefit from activities that help them learn about the wider world, such as going on walks in the local area and visits to Bird World and an aquarium. Children in the Early Years age group are observed in simple terms and future activities identified following evaluation of activities. However, information with regard to the children's progress is not recorded or evaluated fully or how this might be developed further.

Creativity is encouraged through offering children different types of media, for example, clay, paint and water. They also like role play, for example, pretending to be teachers and pupils, where they use pencils and notepads. They enjoy making pizza for their tea and are happy to relate the ingredients they have used. Information and communication technology promotes children's future economic well-being and they are adept in mouse skills and managing simple games. They are able to choose the books for themselves and are given time and space to create and enjoy their own play and learning. Key words are clearly displayed in areas of learning, for example, around the computer.

Children's welfare requirements are met so they continue with their self-care skills and hygiene matters. They are competent in following emergency evacuation procedures, which are carried out regularly. Children enjoy the social time during their healthy snack of different fresh fruits, and feel secure enough to introduce themselves, and talk about what they do. Lunch is provided in the college cafeteria. Children are involved in designing their own rules, which are displayed, and, consequently, behave extremely well. They form strong friendships and play cooperatively and, as a result, enjoy a harmonious and happy time.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met