

Inspection of First Steps at R L Hughes

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

Inspection date:

29 July 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

This is a vibrant club, filled with the excited noise of children at play. Children have two large rooms to explore, which staff fill with a wide range of activities and resources. Children can make choices from these activities. For example, they set up a game of skittles with their friends, learn dance routines on games consoles or role play in the home corner. Staff change activities according to children's interests. They encourage children to melt ice with warm water on paintbrushes, while other children produce intricate art designs. These activities help children to develop the small muscles in their hands.

Staff have high expectations of children's behaviour. Children rarely squabble and are considerate of each other's feelings. Children of all ages, and from a variety of local schools, get on well with each other. Parents and carers are complimentary about how quickly staff help their children to settle in at the club and make friends. They feel that the daily opportunities which support their children to be active benefit their health. There is a strong key-person system in place. Parents know who their child's key person is. They receive lots of information about their child's day and what they have enjoyed doing. Staff use snack times to bring children together to sit and eat in large sociable groups. Children talk about how they enjoy the food that staff provide in the club.

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

- Staff share observations of what children can do regularly with parents and schools. This is highly valued by parents, who get to see what their children have been doing at the club. Staff work closely with staff in schools to better complement children's learning. For example, staff are aware of the next steps in children's learning, and the specific aspects that teachers are helping children to achieve.
- Staff ensure that children have lots of chances for physical play, indoors and outside. Children have access to the host school's large yards and playing fields where they can run around and take part in different games. Indoors, children demonstrate their dancing skills and try to beat the competition challenge on the games console. This gives them chance to take pride in their successes and develop their resilience when they lose.
- Children have lots of opportunities to be independent. For example, they can select which activities to take part in and who they want to play with. At snack times, even the youngest children are able to demonstrate their growing independence as they pour their own drinks.
- Children say that staff are really kind and keep them safe. They talk about the 'fantastic trips' when attending the holiday club, to places such as theme parks

and bowling alleys. Children say they make lots of new friends when they are at the club. This helps children to build relationships that promote their self-esteem and well-being.

- Staff ensure that children's screen time on games consoles is limited. Children are safe when using these devices as any that are linked to the internet are subject to stringent access restrictions. Staff follow the club's policy in relation to electronic devices. As such, children are not permitted to bring their own devices to the club.
- Managers and leaders take the happiness and well-being of staff members very seriously. As a result, they retain experienced and knowledgeable staff. Staff are happy in their roles and their morale is high. Managers and leaders monitor staff's practice is closely. They provide staff with ongoing training to help to improve their performance.
- Children take turns in their play and offer help to each other, without prompting. For example, older children help those younger than them to add their name to the waiting list for the games console.

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	EY476182
Local authority	Wigan
Inspection number	10398846
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	34
Number of children on roll	82
Name of registered person	Cansfield High School
Registered person unique reference number	RP533566
Telephone number	01942711964
Date of previous inspection	12 November 2019

Information about this early years setting

First Steps at R L Hughes registered in 2014. The club is located in Ashton-in-Makerfield, Wigan. There are seven staff members, five of whom hold appropriate early years qualifications at level 3. The club is open Monday to Friday, from 7.30am to 9am and from 2.45pm to 6pm, during term time. It also operates during school holidays, from 7.30am to 6pm, except for Christmas.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector was given a tour of the club by some children and they explained the rules, routines and the range of activities on offer.
- The inspector observed the interactions between staff and children, to evaluate how well children's needs are met and how effectively children's behaviour is supported.
- The inspector read emails sent for the inspector and spoke to parents and children to obtain their opinions of the club.
- The inspector spoke with staff and managers throughout the inspection and established their knowledge and understanding of safeguarding.
- The inspector checked a range of documentation, including the club's evidence of staff suitability and training.

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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