



Schools Out (Northern) Ltd

Inspection report for early years provision

Unique Reference Number	310224
Inspection date	04 July 2006
Inspector	Julie Larner
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Registered person	Schools Out (Northern) Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.
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WHAT SORT OF SETTING IS IT?

Schools Out Langley is one of four out of school clubs run by Schools Out (Northern) in North Tyneside. It operates from a portable building, the school hall area and a classroom adjacent to this in the ground of Langley First School, Monkseaton, North Tyneside. A maximum of 38 children may attend the out of school club at any one time. The group is open each weekday from 07.45 to 17.45 during the school term time and from 08.00 to 18.00 during school holidays, all year round except bank holidays and two weeks at Christmas time.

There are currently 90 children aged from three to eight years on roll. Children come

from a wide catchment area and attend the school in which the group is based, Monkseaton Middle school or Valley Gardens Middle school. The out of school club supports children with disabilities and also supports children who speak English as an additional language.

The out of school club employs 12 members of staff. Of these, nine hold an appropriate play work qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to learn about personal care adequately as they independently wash their hands before snack time. Staff talk to children to help them understand about some healthy practises, for example, they talk about how drinking water keeps their skin healthy. Children are protected from cross-infection satisfactorily as staff have an adequate understanding of how they deal with sick children, for example, they monitor them and call their parents if necessary.

Older children are beginning to learn about the benefits of physical exercise. They enjoy playing football, practising handstands and challenging themselves as they hang and balance on the climbing frame. However, equipment needs to be sufficient in number and stimulating to ensure that children's play is not repetitive. Children are provided with adequately healthy snacks, such as crackers and apples. Children are not encouraged to be independent at snack time, helping to develop these skills will aid children's independence. Although children are offered water by staff after snack time, at snack time they are given juice which limits their choices.

Children are beginning to take care of their own personal needs confidently, for example, they comment that they are sweating and take their jumpers off. The necessary documentation to safeguard children's welfare is in place, for example, accidents are recorded appropriately and all staff hold current first aid certificates.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are beginning to learn how to stay safe as they join in discussions with staff about why they wear sun cream and what other things they could do to protect them from the sun. Children are safe in the setting due to staff providing adequate supervision. For example, staff deploy themselves adequately outdoors to ensure that children can be supervised. Sound procedures ensure that children are kept safe, for example, by checking gates when children come outside to play and ensuring this is done at regular intervals.

Whilst a warm and welcoming atmosphere and environment is created for younger children this is not as effective for the older children in the group who must predominantly play outside for most of the session. This limits children's choices

about what they want to do as equipment is not readily available and accessible. Although staff do consult children on the equipment they wish to take outside, outdoor space is not used creatively to ensure that children participate in a balanced range of activities that suit their interests. Younger children choose confidently from a fair range of easily accessible equipment. They are interested in their play and happily talk about their drawings and the equipment that they enjoy playing with.

Staff have an adequate awareness of child protection issues, because of this they are able to safeguard children's welfare. They show an appropriate understanding of the procedures they follow if they have concerns to ensure children are kept safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have good relationships with other children. They laugh, talk and are eager to share their thoughts with visitors as they communicate confidently about their likes and dislikes. Older children take pride in their achievements and challenge themselves, for example, by practising different shapes on the climbing frame until they manage to achieve difficult manoeuvres.

Staff have developed positive relationships with children. Some staff are involved in children's play which is very successful and enjoyed by the children. Children are greeted in a warm and friendly manner when they arrive at the setting as staff ask them how their day has been. Children are settled and comfortable in the setting. Younger children move around different areas in the setting and make choices about what they wish to do. They enjoy talking to their friends as they colour in pictures and are keen to find out about visitors. Children confidently talk about what they like to do when they come to the setting and enjoy their play.

Helping children make a positive contribution

The provision is satisfactory.

Staff have an adequate understanding of equal opportunities as they encourage children to play together. Children have opportunities to focus on and learn about current events that they take an interest in. For example, children produced a display about the world cup with flags they have made. Children's background and diversity is promoted in a positive manner in the setting with children's home language being used to label different area and facilities, such as toilets, showing that staff respect children's individuality.

Children behave well in the setting. They usually listen to instructions and respond to staff appropriately, for example, by sitting down at the table when they are asked. Older children enjoy taking responsibility for small tasks, they actively ask if they can give out the fruit after snack and hand this out to other children. Rules of the setting, that children have been involved in making, are displayed as a guide for behaviour.

Partnerships with parents are friendly as staff talk to parents about their children

when they are collected. Parents are complimentary about the care their children receive and the information about their children. They feel staff are approachable which ensures that positive relationships are established.

Organisation

The organisation is satisfactory.

Children's needs are met through mainly effective organisation. Induction procedures ensure that staff have adequate knowledge of the settings acceptable policies and procedures. Staff work adequately together as a team and are mostly successful in the use of their time to provide adequate support for children's play. Whilst space for younger children is used well to provide an environment that meets their needs this is not as successful for older children, for example, access to a quiet or comfortable area is limited. Children are safe, settled and secure in the setting.

Staff mainly use their time effectively to supervise children and some staff enjoy being involved in the children's play. However, there are key times in the day, such as pick up times from school when this is not effective. Younger children sit around the table and wait for the older children to arrive from school for long periods which limits their play opportunities. Staff deploy themselves effectively when children play outside to ensure they are safe.

Paperwork and records are maintained effectively and confidentially. The setting works with other professionals to ensure that their records are maintained in line with current practise.

Overall the setting meets the needs of the children attending.

Improvements since the last inspection

At the last inspection the group agreed to maintain a record of times of attendance of staff. This is recorded on the signing in and out sheets for staff. Procedures to ensure staff complete this consistently and the record is accurate at all times need to be considered further.

Complaints since the last inspection

A complaint was raised with regard to National Standard 1, Suitable person. An unannounced visit was conducted by a child care inspector and an action was raised. Ofsted is satisfied that the provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets

the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide opportunities for children to develop their independence, for example, during snack times
- ensure that children can choose from sufficient play equipment that provides stimulating activities and play opportunities, particularly older children
- ensure space is used well to meet older children's needs effectively, for example, by ensuring older children have access to a comfortable area where they can relax or play quietly
- consider the organisation of times when children are collected to ensure that children are engaged, stimulated and interested, for example, when children from nursery are waiting for children from school to arrive

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