

# Hareside Out of School Club

Inspection report for early years provision

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**Unique reference number** 401659  
**Inspection date** 09/06/2009  
**Inspector** Andrew Clark

**Setting address** Hareside County First School, Hareside, Whitelea Glade,  
Cramlington, Northumberland, NE23 6BL

**Telephone number** 01670712811

**Email**

**Type of setting** Childcare on non-domestic premises

## 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).

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.

## **Description of the setting**

Hareside Out of School Club is privately owned and managed. It opened in 2001 and is located in a separate, self contained building within the grounds of Hareside County First School in Cramlington, Northumberland. The setting provides wraparound and after school care. A maximum of 29 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 13 years. There are currently 97 children on roll. Of these, 62 are under eight years, and of these, 15 are within the Early Years Foundation Stage. Of these, seven are in receipt of nursery funding. The provision supports children with learning difficulties and/or disabilities. The club is open between 07.45 and 17.45 in school term time. The setting also operates a holiday club.

The provision is registered by Ofsted on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. There are five members of staff. The manager holds a level 3 childcare qualification. All other staff hold at least a level 2 qualification and some a level 3. The club is in the Quality Counts quality assurance scheme.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children feel very safe, well cared for and enjoy their time in the club. It is an inclusive setting and the needs of all children are well met. Children with learning difficulties and/or disabilities and those with English as an additional language make good progress because of the specialist care and support they have access to. Staff are committed and enthusiastic. They take good advantage of training opportunities and as a result the setting is well placed to continue to improve.

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

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

- improve the use of assessment procedures to guide in the identification of children's next steps in learning.

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

The setting is led and managed well. The manager is well organised and informed. The commitment to promoting children's welfare is outstanding. There are rigorous procedures to ensure that staff are suitable people to work with children. High quality policies and procedures to promote good behaviour and to keep children safe from harm are thoroughly understood and applied by all staff. Regular risk assessments are scrupulously carried out and there is an excellent standard of record keeping. As a result, children feel confident to tackle new activities and

challenge themselves.

Self-evaluation procedures are good and reflect the views of staff, parents and children. Staff effectively monitor and evaluate the quality of the club's provision to bring about further improvement. Regular staff appraisals are used well to plan for future training needs. Staff are clear about their specific roles and responsibilities and this ensures the smooth day-to-day running of the club. Good liaison with other providers and use of the quality assurance scheme supports the club's development. There are good links with parents. There are clear induction procedures to welcome new children and to assess their personal and learning needs from the beginning. Regular newsletters and a website keep parents well informed and all staff contribute well to this process.

## **The quality and standards of the early years provision**

Children thoroughly enjoy themselves because of the wide variety of novel and stimulating activities available every session. They select their own activities from the start of the session and choose whether to play independently or collaboratively. As a result, their personal development is good and they are confident and self-assured. The children can roam freely between the inside and outdoor areas, developing skills in all areas of learning. Most activities stimulate imaginative role play so children develop a good understanding of their world. For example, they become explorers in the tents in the outdoor area, or gardeners carefully planting bulbs and seed donated by a local business. They enjoy dressing up and staying in role to tackle other activities. So, for example, a 'chef', 'policeman' and 'astronaut' competed on a tyre obstacle course making a good contribution to their creative and physical well-being. Children's basic literacy and numeracy skills are promoted well in fun and creative ways. Staff work well alongside and with the children in their games and model new ideas and establish good patterns of behaviour. As a result children are tolerant and kind to each other. Good displays and attractive resources give children positive experiences of the diversity of modern life. Children learn about other faiths and cultures through well planned topics on Eid and the Chinese New Year.

The club increasingly makes observations of children at play to assess their progress. The observations are not yet always sharply focused enough to securely guide the next steps in children's learning. All staff contribute well to planning activities for each session. There is outstanding promotion of children's healthy lifestyles. Healthy food is available at every session and free access to drinking water. The club makes very good use of a computer programme to plan the nutritional balance of snacks and meals and staff and children are skilful in preparing it. Challenging and unusual physical activities, such as the 'wake and shake' movement activities, keep children very fit. Children's safety is paramount. The police, nursing and fire services contribute extremely well to children's understanding of staying safe and avoiding danger. There are comfortable areas for children to 'crash out' after a busy day if they need to. Very good standards of hygiene are promoted throughout the session, especially at meal times.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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