

# Monkhouse Out Of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY230810
<b>Inspection date</b>	26/01/2010
<b>Inspector</b>	Cathryn Parry
<b>Setting address</b>	Monkhouse Junior School, Wallington Avenue, North Shields, Tyne and Wear, NE30 3SH
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<b>Email</b>	
<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

Monkhouse Out Of School Club is managed by a voluntary committee. It was registered in 2003 and operates from a playroom, classroom and large hall within Monkhouse Primary School in North Shields, North Tyneside. Children have access to an enclosed outdoor play area. The club is open each weekday from 7.45am to 8.55am and 3.30pm to 6pm during term time.

The club is registered to care for a maximum of 26 children between the ages of three years and eight years at any one time, all of whom may be in the early years age range. There are currently seven children attending in this age group. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. There are three members of staff, two of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff offer a friendly welcome to all children and their parents. They demonstrate a positive attitude to providing an inclusive environment. The variety of experiences available ensure children have the opportunity to have fun whilst making progress. Links with other practitioners where children receive care and education in more than one setting are being developed. The majority of risk assessments are recorded. Systems for evaluating the setting are in their infancy. The manager and her team are working with early years professionals from the local authority and have obtained relevant publications with regard to the Early Years Foundation Stage (EYFS) to ensure continuous improvement is satisfactorily maintained.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- develop effective systems for recording each risk assessment undertaken, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 02/02/2010

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

- develop further systems to ensure continuity and coherence by sharing relevant information with other practitioners where a child receives education and care in more than one setting
- develop further systems to engage in informed reflective practice.

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

Staff have attended safeguarding training and show a suitable understanding of related issues. Consequently, children are appropriately protected. Visual risk assessments take place daily, which impact positively on reducing the chance of accidental injury. However, these are not all recorded, which is a breach of the requirements and compromises their effectiveness. Suitably vetted staff with a range of experiences have a positive impact on the quality of care provided. The manager encourages their professional development by ensuring they attend a range of training. Attractively displayed resources inspire children to participate in a range of activities.

Staff have developed good relationships with parents. They speak to them on a daily basis to ensure they are fully aware of the activities their children have enjoyed. This enables them to continue their children's learning at home through highlighted experiences. Initial links have been made with teachers in the school where children receive care and education in more than one setting. However, systems for sharing information are not fully developed to effectively ensure continuity and cohesion. There are no children who currently attend with special educational needs and /or disabilities. However, the staff demonstrate an appropriate understanding of the benefits of liaising with other professionals to meet any specific requirements.

Systems are being developed to evaluate the learning and development opportunities provided. These include putting an initial action plan together to identify and address weaknesses within the club. However, procedures are not yet effectively established, which results in all the requirements not being fully met. Verbal feedback is gained from parents and a comments book is available, to give the manager and her staff team a broader view of the service offered.

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

Two of the staff are attending training on the EYFS and demonstrate a suitable understanding of how to implement it. All staff use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. The staff's confident approach to equal opportunities contributes to children's positive attitudes to the wider community. This is complemented with access to a selection of resources. Children enjoy their time at the club and are happy to participate in the variety of activities provided. They are comfortable and secure as a result of the staff's praise and support. Children benefit from a flexible routine, including a balance of child-centred and adult-led activities. Their communication skills are fostered, resulting in competent speakers and listeners. A variety of creative activities including painting, manipulating play dough, cutting and sticking, promote children's self-expression whilst having fun. Opportunities to score when playing games, weighing ingredients for baking and

enjoying different matching and sequencing activities, nurture children's problem solving and numeracy skills. They use information and communication technology to support their learning, for example when using interactive resources. Staff offer suggestions and ask questions, which challenge children to think and develop their ideas. Activities are planned taking into consideration children's interests and capabilities. Staff have introduced individual files, which include some observations and photographs linked to the areas of learning. These are starting to show children's achievements.

Children are kept secure through good procedures for entry to the building. Regular checks and cleaning, keep the range of resources in a good condition. This ensures that children handle items that are clean and safe. Children are supervised both inside and when playing out. Appropriate safety equipment is in place to ensure hazards are reduced. Routines, such as, tidying away toys from the floor encourage children to take responsibility for their own safety. Children have some opportunities to enjoy large physical play. They are encouraged to enjoy healthy snacks and meals. These include jacket potatoes, tortilla wraps and fruit. Children are beginning to understand simple health and hygiene practices. They wash their hands before snack and after using the toilet. Clear records are kept in respect of accidents and medication and these are shared with parents. Children do not attend if they are sick, which enables the staff to protect others from illness. The staff can respond appropriately if children have an accident as they are all trained to administer first aid. All relevant documentation with regard to health, including specific dietary needs and consent forms are in place and up-to-date. These positively safeguard children's well-being.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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