

# School's Out at Preston Grange

Inspection report for early years provision

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**Unique reference number**

EY299197

**Inspection date**

26/11/2009

**Inspector**

Sharon, Amelia Robson

**Setting address**

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**Type of setting**

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**

Schools Out at Preston Grange was registered in January 2005. It is located in a portable building, in the grounds of Preston Grange Primary School, North Shields. The after school club serves the pupils from the primary school and they operate Monday to Friday from 3.25 to 5.45 pm term time only. Children have access to a designated play room and toilet facilities, they also have access to the school hall. As well as access to their own play area, children have use of the school grounds. The group is registered to care for a maximum of 20 children aged from four to eight years and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children on roll, two of whom are in the early years age range. There is a manager and permanent member of staff, as well as support staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff show a very good commitment in providing a welcoming and inclusive environment for all all children and their parents. They value and respect children and ensure their individual needs are met fully. They have very good knowledge of the Early Years Foundation Stage (EYFS) and provide children with very good support to enable them to progress in their learning and development. The setting's capacity to improve is very good, as they evaluate the service they provide and recognise the importance of self-evaluation on both a short and long term basis. Very positive relationships have been developed with parents and very good working partnerships with other services providing the EYFS are in place.

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

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

- develop further links with other services providing Early Years Foundation Stage.

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

All staff have had suitable checks and have appropriate qualifications. Staff have a very good understanding of their role in safeguarding children in their care. They have recently attended training which ensures their knowledge is up to date and comprehensive. Detailed policies and procedures are in place regarding safeguarding and staff ensure these are shared with parents at the onset of a placement. Clear procedures are in place to ensure the safe collection of children, including lost or uncollected children and security in general. Children's safety is given priority as risk assessments are in place, and they are used for all areas used by children, both indoors and outdoors, therefore ensuring hazards for children are

minimised.

Staff organise all areas used by children very well and they provide a very wide range of activities and resources, which are appropriate to the age of the children attending. Staff value and respect children's differing abilities and backgrounds. Through the wide range of resources available and the positive role models provided by staff, children are encouraged to learn about the wider world. Comprehensive procedures are in place to support children who speak English as an additional language and those with a special educational need and/or disability.

Partnerships with parents are very good, as staff value their input, as well as keeping them well informed about their children's development and achievements. Detailed information from parents is used to help plan appropriate learning opportunities, which meet children's individual needs. Through discussion with parents about children's likes and dislikes, as well as observations at the onset of a placement, staff are able to assess children's starting points. Information is shared with parents on a daily basis and they also have access to children's development files. They receive a detailed information pack, as well as receiving questionnaires throughout the year, which enables them to make comments about the service the setting provides. Comments from parents were extremely positive, stating how staff are very friendly and approachable and how staff provide a wide range of activities and experiences for children. Staff have detailed information from the school, including details of plans and themes. Plans are also in place to share children development files with school staff, however, this has not happened yet.

Staff are very proactive in ensuring they access appropriate training opportunities, which ensures their knowledge is comprehensive and up to date. They have attended a number of courses and workshops, including safeguarding, EYFS and food safety. The manager and staff have a clear vision of how future improvements will enhance the service they provide, and through completion of their self-assessment they have a very good awareness of their strengths, as well as identifying any weaknesses.

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

Very good systems are in place to ensure children make very good progress across all areas of learning. They have developed detailed observation and assessment records, which are linked to the EYFS, and which they use to monitor children's development and to identify their next steps of learning. Themed plans are in place which meet children's individual needs, staff also respond to children's interests and ensure they are happy and engaged in their learning and play. Independence is promoted as children are able to make their own choices from the wide range of activities and resources provided. Staff interact very well with all children, as well as spending time with their key children to help them develop their skills and learning. For example, as children and staff sit at the table with pens and paper, there is lots of discussion about the school day and home life. This led to the children using the paper to make books, so they could draw pictures of things they had been doing.

Children make very good progress in their social skills as they have lots of opportunities for group activities, as well as sitting together at snack time. They participate in outdoor play on a daily basis and have access to extremely well resourced outdoor areas, all of which allows them to develop their physical skills. A wide range of communication and information technology resources are available for children, and they are very confident using this equipment. A wide range of resources are available to help children learn about the wider world, as well as opportunities to celebrate cultural and religious festivals and events throughout the year.

Good health and well-being are promoted very well, as staff use detailed information on children's dietary and health needs appropriately. Comprehensive policies and procedures are used effectively, including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted, and children talk about the need to wash hands because of 'the germs on them'. Children have good opportunities to learn about healthy eating, as staff discuss this with children, as well as providing healthy snacks. Children have very good knowledge of safety both indoors and outdoors, and staff talk to them about how to keep themselves safe, as well as inviting a local police officer to talk about road safety and a visit from the fire service.

Children have very good relationships with staff, and they are extremely happy and settled. Staff are very patient and responsive to children's needs, ensuring all children feel comfortable and secure in their care. Children are very well behaved, they have good manners and respond well to the routines and boundaries that are in place, as well as devising their own 'club rules'. Staff know the children very well and ensure methods used for behaviour management are appropriate to the age and understanding of the children attending. Children happily help with tidying up and through the positive role models provided by staff, they learn to share and take turns. They receive lots of praise and encouragement from staff throughout the session.

## 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	2
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	2

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