

School's Out at Langley

Inspection report for early years provision

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Inspector

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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).

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 Langley was registered in 2000. It is located in a portable building, in the grounds of Langley First School, Monkseaton, North Tyneside. The provision offers wrap around care, playgroup places and after school care, as well as providing care throughout school holidays, opening from 7.30am to 5.45pm. There are two designated play rooms, which are used for different age ranges, there is also an enclosed outdoor area, as well as access to school facilities. The group is registered to care for a maximum of 38 children aged from two to eight years and at present has 25 children on roll in the early years age range. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group employ 10 regular members of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A very welcoming and inclusive environment is provided for all children and their parents, by a motivated and committed staff group. Children are valued and respected and staff ensure their individual needs are met fully. All staff have a good knowledge of the Early Years Foundation Stage (EYFS), which is evident in the good support they give to children, to enable them to progress in all areas of learning and development. The manager provides a good role model for staff working in the group. The staff recognise the importance of reflecting on their practice, on both a daily basis and in the long term. This is clear from the groups evaluative self-assessment and their capacity for continuous improvement. Good relationships have been developed with parents and excellent working partnerships are in place with others providing the EYFS for children.

What steps need to be taken to improve provision further?

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

- continue to develop planning systems.

The effectiveness of leadership and management of the early years provision

All staff are confident in their roles and responsibilities in relation to safeguarding children in their care. Having recently completed safeguarding training as a group, staff all have detailed knowledge of the child protection procedures to follow and their responsibilities relating to this, which means they successfully contribute to the children's welfare in an effective manner. Detailed policies and procedures are in place regarding safeguarding and staff ensure they are shared with parents. Children's safety is given high importance and staff are consistent in carrying out detailed risk assessments, which ensures risks in the setting are minimised. The staff place strong emphasis on evaluating their practice in relation to safety and

ensuring they maintain a secure and safe environment both indoors and outdoors.

Space is used well in the setting to provide children with a balanced range of resources and activities, ensuring all children's individual needs are met. Staff deploy themselves effectively to ensure they can offer children appropriate support at all times. Children's differing backgrounds and abilities are valued and respected by staff, through the wide range of resources available and from the positive role models staff provide, children are encouraged to learn about the wider world. Detailed procedures are in place and are used to help support children who speak English as an additional language and those with a special educational needs and/or disabilities.

Parents are warmly welcomed into the group and staff ensure their input is valued. Detailed information from parents is used well to help staff plan appropriate learning opportunities, which meet children's individual needs. At the onset of a placement, staff talk to parents about their child's likes and dislikes, as well as using observations to assess a child's 'starting points'. Parents are kept well informed about their child's development and achievements, as staff share verbal information with them on a daily basis and ensure parents have access to their child's development file. Detailed information packs are available for parents at the onset of a placement and the group offer an open door policy, where parents are welcome to talk to staff at any time. Extremely positive comments about the service provided and the staff team were made by parents during the inspection. Excellent partnerships have been developed with the school nursery and reception class staff. As a result staff have an excellent knowledge of children's individual needs and development and therefore helps staff to plan for the next steps in the children's learning successfully. Regular meetings between the setting and school staff ensures there is a two way flow of information sharing children's development files allows for children's individual learning and development to be enhanced.

All recommendations raised at the last inspection have been met fully. The staff are pro-active in ensuring their knowledge, regarding children's learning, development and childcare is comprehensive and detailed. Working together, the manager and staff can highlight areas where they feel training would be beneficial. Since the last inspection staff have attended a number of courses and workshops, including safeguarding, food hygiene and level 2 and 3 childcare courses. Having completed their self-assessments effectively, the staff team have a very clear vision of their strengths and have clearly identified any weaknesses, they also show how ongoing improvements will further enhance the service they provide.

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

Staff have implemented good systems to ensure children make marked progress across all areas of learning. Using detailed observation and assessment records, which are clearly linked to the EYFS, key staff are able to monitor children's development and identify their next steps of learning. Themed flexible plans are in place, which respond to children's interests and meet their individual needs. This ensures children are happy and engaged in their learning and play, however they

do not always clearly show the activities. Children's independence is promoted as they are able to make their own choices from the wide range of activities and resources provided. Staff's interaction with all children is good, they take time to work with their key children to ensure they are developing their skills and learning. For example, at story time children are encouraged to join in with the story, as the members of staff take time to ask the children questions about, 'what might happen next' and talking about colours and 'how many can you see'. There was also lots of discussion with the reception class children about their Christmas play and what roles they had.

Children make good progress in their social skills and are building confidence, as they get involved in lots of group activities, as well as having the opportunity to sit together during meals and snack time. The extremely well resourced outdoor areas are accessed on a daily basis, which gives children great opportunities to develop their physical skills. A wide range of communication and information technology resources are available and children are very confident in using this equipment. Staff provide children with a wide range of activities and resources to help them learn about and understand the wider world, as well as the opportunity to celebrate cultural and religious festivals and events throughout the year.

Good health and well being are promoted well, as staff use their detailed information on children's dietary and health needs appropriately. Comprehensive policies and procedures are used effectively, including those related to accidents, medication and the care of a sick child. Hygiene procedures are promoted, as child friendly posters are displayed in the bathrooms relating to this. Children have very good opportunities to learn about healthy eating and are able to grow their own vegetables using them in their snacks and meals. Children have a sound knowledge of safety both indoors and outdoors, as staff provide activities and resources to promote this, as well as talking about people who help us. A police officer and the fire service were both invited to the setting to help staff promote 'staying safe' with the children.

Children have good relationships with staff and their peers and they are extremely happy and settled in the setting. Staff ensure children feel comfortable and secure in their care and are very responsive to children's individual needs. Children are well behaved and respond well to the routines and consistent boundaries that are in place, as well as devising their own 'rules'. Staff know the children well and ensure methods used for behaviour management are appropriate to the age and understanding of the children attending. Children are encouraged to help with the tidying up and staff are providing them with positive role models to promote sharing and taking turns. All children receive lots of praise and encouragement from staff throughout their time at the setting.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1
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

Outcomes for children in the Early Years Foundation Stage	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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