

Schools Out Childcare

Inspection report for early years provision

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Inspector Deborah Wylie

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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

School's Out is one of two privately owned after school clubs which has been registered with the current owner since 1992. The club operates from a self-contained building in the grounds of Archibald First School, Gosforth, in Newcastle-upon-Tyne. The club also has use of the school yard area for outdoor play. It operates Monday to Friday during term time from 8am to 9am and from 3pm to 6pm. The club is registered to take 40 children under eight years of age. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 61 children on roll. Of these, 44 are under eight years of age and of these, nine are within the early years age range. The club is mainly attended by children from Archibald First School but some children come from two other local schools, St Charles Primary and Gosforth Junior High. There is provision for children who speak English as an additional language. The group employs nine staff, including the manager; of these, seven hold appropriate early years qualifications and one is working towards a teaching qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall the quality of the provision is satisfactory. Children are cared for in a secure, inclusive environment by well qualified staff who support them to access the range of activities on offer. Children's welfare is promoted as leaders ensure that documents particularly relating to children's welfare are maintained to a high standard. The club has recently introduced a range of new systems and procedures to support children's learning and development. It has adequately addressed recommendations from the last inspection and it is well placed to secure future improvements.

What steps need to be taken to improve provision further?

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

- ensure all accidents are periodically analysed to support staff and to improve children's awareness of how to stay safe
- embed recently introduced assessment systems so that children receive an enjoyable and challenging learning and development experience
- review current arrivals and departure procedures to ensure that children are safeguarded well
- further develop self-evaluation procedures to include views and feedback from parents, children and staff, sharing priorities for improvement with all staff within the organisation.

The effectiveness of leadership and management of the early years provision

Leaders at the club work hard to implement, update and complete documentation that relates to safeguarding their children. Procedures are in place to meet the welfare requirements with a range of satisfactory policies and appropriate procedures that ensure children are cared for in a secure and safe environment by suitably recruited staff. Managers are motivated to seek further improvement as they complete tasks such as formally self-evaluating their provision. However, they do not yet share their priorities for improvement with the whole staff team, nor do they ensure that all staff contribute to self-evaluation.

Satisfactory deployment of resources ensures that all children are given opportunities to engage independently with activities, such as computers and computer games, where they manage themselves to take turns and share. However, staff deployment at the end of school currently compromises the attention the receiving staff can give to the youngest children. Also, leaders do not currently evaluate and monitor the effectiveness of the observation, assessment and planning systems, which results in children achieving no more than satisfactory progress in their learning and development.

The setting promotes equality and diversity appropriately with policies in place. Staff have attended relevant training and there are some books that reflect the diverse range of experiences and backgrounds enjoyed by children in attendance. In the past the setting has supported children with special educational needs and/or disabilities, but these children no longer attend. Children are kept safe by adults who complete daily risk assessments that ensure the children's play spaces are safe. While accidents are recorded appropriately, steps are not taken to identify their causes and so leaders do not use the information recorded to eliminate or minimise risks to children.

School's Out has recently started to work more effectively in partnership with the school, sharing information about the setting with parents, and supporting collection procedures. Leaders attend local networking opportunities, welcoming support and advice from the local authority. Complaints procedures are appropriately in place and engagements with parents and carers are satisfactory, as the club has recently started to implement better transition procedures, encouraging children to complete information with their parents before they start at the club. A suggestion box is in place that is used occasionally and information is given to parents to explain the club's ethos before children start. Parents speak very highly of the club and are very pleased with the play opportunities that children enjoy there.

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

Children at School's Out enjoy their time at the club because staff play with them and implement systems that help them to feel secure. Children's welfare is

promoted and they are offered a range of healthy snacks, such as crackers and fruit, when they arrive after school. They know that they are expected to wash their hands and then they sit together chatting and serving themselves, making this a sociable occasion where opportunities for independence are promoted well. They enjoy a wide range of physical activities on the sports field and in the school yard and they also have access indoors to balancing equipment and spinning seats when it is too dark outside.

Some parents have supported their children to complete transition documents which help adults to know what to offer children to meet their interests, although this system is still in its early stages. The key person system has been used to record adult's observations of children's achievements; however, this is not yet embedded. As a result, there is insufficient evidence to show how adults observe, assess and plan to ensure children make clear progress towards the early learning goals during their time at the club.

Most children play together and with adults happily in the club and they usually behave appropriately showing respect towards one another. Adults support children on an ad hoc basis to develop literacy skills as they play word games with a timer, encouraging children to sound out words for themselves. There are opportunities for the youngest children to initiate their own play when they choose to draw or to role play animals, crawling around the floor and having fun.

Some children show contentment as they chatter quietly to one another, asking adults for permission or support when required. Others are more boisterous as they move around, sometimes being encouraged not to run by the adults. They have fun using computer games to design monsters and most cooperate well with one another when they play board games. Pool tables and table football encourage children to develop good hand eye coordination and they are patient waiting for their turn, while enjoying the competitive nature of these games.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	3

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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