

# Burnside Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY393886

**Inspection date**

05/03/2010

**Inspector**

Andrea Jane Lockyer

**Setting address**

The Grey Building, Brockwell Middle School, Northumbrian  
Road, Parkside Grange, Cramlington, NE23 1GF

**Telephone number**

07968 254693

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Burnside Out of School Club has been registered since August 2009. It is part of an established, privately owned childcare company that operates two nurseries and another out of school club. The club is located in a single-storey, modular building in the grounds of Burnside First School, in the Cramlington area of Northumberland. The club is open Monday to Friday from 7.30am until 9am, and from 3pm until 6pm during school term time. It is open during school holidays apart from the period between Christmas and New Year from 7.30am until 6pm. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers to care for a maximum of 30 children. There are currently 60 children on roll, nine of whom are in the early years age range. The club also provides care for children over the age of eight years old. Four staff work directly with the children, all of whom hold a recognised childcare qualification. A qualified teacher from within the organisation supports the out of school club. The club transports children to and from three other local schools, as well as children attending Burnside First School.

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

Overall the quality of the provision is outstanding.

Staff provide an extremely safe, child-orientated and very welcoming environment, in which all children and their families feel highly valued, fully included and secure. The exceptionally well organised setting and skilled staff mean that children are provided with a wealth of experiences to help them reach their full potential. However, the outdoor area is not sufficiently developed to provide a rich learning environment for children. Excellent links with parents and teachers ensure that children's individual needs are continually extremely well met. An extensive self-evaluation system is in place, and there is a total commitment towards continual improvement.

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

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor play area to provide a richer learning environment for children.

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

Children's safety is given the utmost priority at all times. All documentation, including an extensive range of detailed and well written policies and procedures, contribute to providing an excellent environment to safeguard children's well-being. Children are extremely well protected from possible abuse, because all staff

are very secure in their knowledge of child protection issues and the procedures to follow. Rigorous recruitment, vetting and induction procedures are in place to ensure that children are cared for by suitable and qualified staff, who carry out their roles proficiently. Robust safety checks and risk assessments, along with excellent levels of supervision ensure that children are safe and feel secure.

The exceptionally well organised and resourced indoor area, provides a relaxed, fun and interesting environment that motivates children's interest in continual learning. Resources are readily available for all children and there are clearly defined play and rest areas. Although good use is made of the outdoor play area, it is not sufficiently developed to provide a rich and extended learning environment for children. However, management and staff have recognised this and plans are in place to make improvements.

Staff work extremely well together providing a very welcoming and friendly environment to both children and their families. Superb organisation, planning and communication between all ensure that roles and responsibilities are clearly defined, which significantly contributes to the smooth running of the setting. A highly motivated and dynamic management team install high standards and are a constant inspiration to staff. Staff are highly valued, they are provided with high levels of support and excellent opportunities to further their professional development and skills. Management and staff are totally committed to continual improvement. A collaborative approach to self-evaluation has been developed, which includes input from parents, children, staff, teachers and other professionals that use the service. This results in an extensive evaluation of the provision and clear targets for improving outcomes for children.

The setting has formed excellent partnerships with parents. Extremely detailed information is given to parents, which keeps them exceptionally well informed of the settings practice, the care, welfare and continued learning of their children. Highly comprehensive information is obtained from parents before children start, which gives staff an excellent understanding of children's unique needs. Staff have developed 'sharing books' for children, which provide an excellent three-way flow of information between staff, parents and teachers, to ensure children's needs are consistently met. Parents views and opinions are highly valued by staff, who make a determined effort to ensure parents are able to share their views and feel part of setting. Children's development files are openly shared with parents, to which they are invited to make their own comments. Providing the opportunity to be fully included in their children's continued learning. Parents have extremely positive views about the setting, it's staff and their commitment to the children. Parents report that they have 'absolute confidence' in the staff, they value the comprehensive information shared with them about the setting and their children and greatly appreciate the 'sharing books'. Highly effective links with the schools that children attend significantly enhance children's care, welfare and learning. Teachers have high praise for the setting and staff, and feel that the close working relationships greatly benefit the children and their families.

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

Children have a fabulous time at the setting. They are given maximum support to help them settle quickly into the out of school environment. Children enjoy affectionate and trusting relationships with staff who know them extremely well and inspire them with their own enthusiasm. Staff have an extremely high level of awareness of how to effectively implement the Early Years Foundation Stage, through a relaxed and fun environment after school. Activities and themes are actively planned with children and incorporate, information gained from the staff's accurate observations and assessments of the children, the targets set by the children's teachers at school and information gained from parents. This collaborative system ensures that children are provided with maximum opportunities to build on their existing skills, and make rapid progress towards the early learning goals.

All children make their own choices and are given time to practise and consolidate their learning at their own pace. Staff are extremely supportive and quickly recognise when to allow children to extend their own play and learning, and experiment with the resources they have chosen. For example, as children selected magnifying glasses and binoculars staff gave initial suggestions on what they may find interesting to examine, such as, a piece of driftwood, and then allowed the children to experiment further on their own. This resulted in children looking at different objects with the magnifying glasses and using the binoculars to look at each other. They quickly learnt that using the binoculars the wrong way round made everything smaller, and started to make comparisons in what they saw. Children are actively encouraged to extend their imaginations. They design their own role play area and use large cardboard boxes to create their own imaginative play. A recent success in extending children's creativity, was when children created their own talent contest. They set up their own stage to perform on, designed their own costumes, made the tickets and established their own band. The role play area is currently being used as a shop, in which children are building on their pre-writing and mathematical skills. For example, as they write their shopping lists, make labels for items, learn monetary value as they price the goods and count out money as they buy the items or give change. Staff are quick to respond to spontaneous learning opportunities. Demonstrated when there was a recent snowfall. Children collected snow to melt in cups, created a snow scene for animals that live in colder climates and made different patterns with their footprints in the snow outside. Children thoroughly enjoy the vast array of arts and crafts on offer. They learn different painting and printing techniques using a variety of tools, and work out how to construct 'spaceships' and 'rockets' from empty containers and boxes of differing sizes and shapes.

Children have excellent opportunities to learn about the diverse society in which they live and value differences. They celebrate a wide variety of different cultural festivals and access an abundance of resources throughout their daily play which increase their awareness of diversity. They have sensitive discussions with staff which ensure that they develop respect for individuals and differing needs. Children are involved in sponsoring two children from a Thailand orphanage. They

gain a real insight into the lives of the children as they receive letters and information about their experiences and culture. There is an overriding commitment to equality evident throughout the setting and its practice.

The staff have realistic expectations of children's behaviour and effectively implement a range of extremely good strategies which promote positive behaviour. Resulting in children developing a very high levels of confidence, self-esteem and respect for one another. They show care and concern for each other and behave extremely well. Children are actively encouraged to share their views and opinions and make their own choices. This helps them take responsibility for themselves and promotes a strong sense of self and belonging.

Highly successful activities and experiences help children to learn how to stay safe and enjoy a healthy lifestyle. Children carry out effective risk assessments of the indoor and outdoor environments, which promote their problem solving and thinking skills, as they identify a hazard and consider what needs to be done to make it safe. The use of a 'bother box' and a 'buddy' system actively contribute to children feeling safe and to express any concerns they have. Children have regular opportunities to help prepare a wide range of healthy snacks. They learn about the importance of a healthy diet and the effect it has on their bodies as they discuss with staff the importance of foods for healthy bones, skin, hair and energy. They recently took part in an on-line healthy eating theme, where they not only learnt about healthy eating, but how to put a balanced diet together. Which they now take into consideration when helping to plan menus. Constant daily routines for hand washing, helping to clean tables, toys and equipment, contribute to children's understanding of good hygiene. An abundance of daily games and activities in the outdoor area help children to develop their physical skills and enjoy being in the fresh air.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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