

Schools Out Priory

Inspection report for early years provision

Unique reference number

EY276713

Inspection date

04/10/2011

Inspector

Janet Fairhurst

Setting address

Priory Primary School, Percy Park Road, NORTH SHIELDS,
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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 Priory opened in 2001. It is owned and managed privately, by Schools Out Northern Limited. It operates from a pre-fabricated module and two rooms within Priory Primary School in Tynemouth, North Tyneside. The group is open each weekday from 7.30am to 9am and 3.15pm to 6pm during term time and from 8am to 6pm during school holidays. All children share access to a secure outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 42 children may attend the group at any one time, none of whom may be under three years. There are currently 73 children aged from three to under eight years on roll, 17 of whom are in the early years age group. The group also cares for children aged over eight years.

The setting employs 10 members of staff, all hold appropriate early years qualifications. The manager has achieved degree status in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff demonstrate a good understanding of the Early Years Foundation Stage as a result; children are making good progress in their learning and development. All children are valued and included. Documentation is generally well maintained. The setting has built friendly relationships with parents and partnerships with other early years professionals are good. The manager and staff are aware of strengths and areas for improvement and they use this awareness to review practice in order to support the development of children's care and learning.

What steps need to be taken to improve provision further?

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

- build upon existing policies and procedures so that parents are fully aware of the role of the regulator, particularly in relation to complaints
- improve the recording of children's attendance to ensure all departure times are recorded.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of the safeguarding procedures because they have attended child protection training and are proactive in helping children to understand how to keep themselves safe. All of the records, policies and procedures that support the setting to promote positive outcomes for children are

generally well maintained. However, on a few occasions staff have not always ensured that the actual time of departure has been recorded by the parents. Regular risk assessments are completed which ensure children can play safely and enjoy their time at the setting. Staff members are appropriately qualified and there is a clear recruitment policy in place, which means that all adults who are employed are vetted for their suitability and undergo a sound induction process.

Through the operational plan and positive attitude of the staff inclusion, equality and diversity are promoted well. Arrangements ensure children have easy access to a broad range of resources for independent learning and activities supporting and encouraging respect and appreciation for religious and cultural differences. Staff and resources are very well deployed, so that children have comfortable areas to sit and relax, talk to their friends and enjoy book, feel secure and well supported.

Partnerships with parents are good and feedback from them is positive. They feel the club is offering a safe, caring and friendly environment for their children. They consider the activities to be interesting and varied. They are kept well informed of special activities and events through newsletters, the parents' notice board and informal discussions with staff. However, despite efforts to ensure parents have access to the setting's policies; some parents remain unaware of the role of the regulator particularly in relation to complaints. The relationship with the host school is good and clear links have been established with other early years professionals to ensure children's care and welfare needs are planned for. As a result, the individual needs of children are taken into account when organising routines, so that they are fully included. Good self-evaluation systems ensure that improvements have a real impact on the experiences of those involved in the club. The manager and staff value the views of children and parents and take these into consideration when identifying priorities for planning.

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

There is a real buzz of excitement as children arrive at the setting, where they are busy, happy and purposefully occupied throughout the whole of the session. Children make good progress in their learning and development and feel safe and relaxed in the setting. Positive relationships with staff make a major contribution to children's happiness and enjoyment. Planning of activities is flexible, responding to the children's interests and ideas. Staff observe and assess children as they play. This information is used effectively to support them in assessing the progress which children are making towards the early learning goals.

Staff prepare an interesting range of activities for children, in which they become completely absorbed. For example, children enjoy being creative with a wide range of art and collage materials as they create their leaf painting. Children use language well to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children are developing their independence through tasks, such as

choosing toys and equipment for themselves. Children's information and communication technology skills are promoted well as they experience regular opportunities to access computers and to take their own photographs using the digital camera. Children report having time to be with their friends as key to their enjoyment in the setting, together with space to relax, talk, look at books and make things, using paint and glue. Children behave well because staff ensure they understand the expectations for their behaviour and use clear praise and reward systems to let them know when they do well. For example, children are nominated for 'star of the week', take home 'star of the day' certificates or they may even have the honour of taking home 'Percy the Bear'.

The setting places a good emphasis on healthy lifestyles. Children practise good procedures for their own personal hygiene. They learn to make healthy choices in what they eat through discussion and clear examples set by adults. Children benefit from secure outside spaces where they participate in many different activities, which encourage good learning across all areas of learning. The cheerful disposition of all adults and willingness to participate in children's games leads to high levels of self-confidence and good collaborative play. Children learn about aspects of their own safety through daily discussion and planned activities; this includes recognising hazards in the environment, and using equipment safely.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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