

# Clover Hill Out Of School Club

Inspection report for early years provision

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**Unique reference number**

EY331438

**Inspection date**

19/10/2011

**Inspector**

Julie Larner

**Setting address**

Clover Hill Community Primary School, Glenhurst Drive,  
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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Clover Hill Out of School Club is run by Team Valley Nursery Ltd. It operates from Clover Hill Community Primary School and has access to an enclosed outdoor play area. It is situated in the Whickham area of Newcastle Upon Tyne. The out of school club is open Monday to Friday from 7.45am to 8.55am and from 3.15pm to 6pm during term time. They are registered by Ofsted on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register for a maximum of 26 children at any one time. There were no children in the Early Years age range present at the time of the inspection. The setting is able to support children with special educational needs and/or disabilities and children who have English as an additional language.

The setting employs four members of staff. Of these, all hold appropriate early years qualifications to level 3 or 4. The setting also employs additional members of staff to cover staff absence, all of whom are qualified to level 2, 3 or above. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for by practitioners who they have positive relationships with and who provide a range of activities that they enjoy. Space and equipment is used mainly effectively, although regular opportunities to enjoy outdoor play are lacking. Policies and procedures that are followed ensure that most areas are safe and suitable for the children to use. Most of the relevant records are in place to ensure the well-being of the children, however, Criminal Record Bureau disclosure records are not easily accessible. Partnerships with parents and others who provide the Early Years Foundation Stage for the children attending are sound. All of the children in the group are included and the staff team respect the children's individual needs.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the unique reference numbers of Criminal Records Bureau disclosures and the dates on which they are obtained, are easily accessible to demonstrate that checks have been done for all staff working with children (Suitable people) (also applies to both parts of the Childcare Register). 02/11/2011

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

- improve children's opportunities to play outside on a daily basis.

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

Children are adequately safeguarded in the setting due to the policies and procedures that are followed by the staff team. However, Criminal Bureau disclosures are not easily accessible to demonstrate that checks have been done for all staff working with children. This is a breach of the welfare requirements. The staff complete daily checks on the areas and equipment that children use to ensure it is safe and suitable for its purpose. Written safeguarding procedures are followed by staff to ensure children remain safe in their time at the setting. The staff team complete additional training in child protection to ensure they have current knowledge about up-to-date guidelines and procedures. All staff know what to do if they have concerns and this results in children's welfare being protected. Children play with an adequate range of resources. Space is organised sufficiently to ensure that children benefit from areas to socialise with each other, rest or play quietly.

Comprehensive policies and procedures that are regularly reviewed and updated contribute towards the smooth running of the setting. A clear equal opportunities policy is followed to ensure that all of the children are valued and respected. The staff team show a sound awareness of these and also an adequate awareness of their roles within the setting. The setting use satisfactory self-evaluation systems to enable them to identify areas they feel will continually improve the outcomes for children, such as working closely with the school to gain more detailed information about children's learning and development needs.

Partnerships with parents are friendly. The manager provides a sound range of information about the setting so that parents know how it operates. They value the parents' contributions by issuing regular questionnaires to find out parents' views about the setting and any ways in which they think the service can be improved. The setting has established sound links with others who provide the Early Years Foundation Stage for the children attending their setting. However, these mainly focus on children's welfare and less information is shared to ensure the setting can provide a continuous Learning Journey for the children and support them with their development.

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

The staff team build up positive relationships with the children in their care. They involve them in conversations about their home life and take an interest in them, by carefully listening to what they say. This contributes towards children developing a sense of belonging in the setting. The staff organise the space in the setting to ensure that children have opportunities to participate in planned activities, such as creating pictures for Halloween. They listen to the choices the

children make, for example as they get out the paints at their request, during the session. Children approach adults with confidence. They are keen to join in with the activities that the staff set up for them and relish the adults being involved in games, such as stop the bus. Children creatively use their own ideas in their play. They make dens from cushions off the settee and draw up lists of scary things they are going to draw for Halloween displays. Children select their own toys and equipment from low level shelves. They enjoy playing with jigsaws, construction blocks and having time on the computer. Although the children are interested in the activities that are set out for them and are consulted about these through children's council meetings, they do not always have opportunities to enjoy outdoor play and be in the fresh air on a daily basis.

The staff team conduct observations to find out about the children in their care. They record their notes and begin to build up a picture of the children's progress. However, observations are not linked back to the different areas of learning to show a clear picture of how children are progressing. Written plans are followed by staff during the sessions that help to support children's individual development. These cover the areas of learning to show there is a balanced range of activities in all areas for the children to enjoy.

Children benefit from healthy snacks and light meals that meet their individual needs. There are sound systems in place to ensure that allergies and dietary requirements are continually met. Children are offered the choice of some chopped fruit when they arrive at the setting and later in the session enjoy fish fingers and beans. A clear routine is followed to ensure that children's personal hygiene is promoted well, as staff remind the children to wash their hands before eating food. Many policies and procedures which contribute towards protecting children's health are followed in the setting. Accidents are continually monitored by the manager to ensure she can quickly identify any issues relating to safety. Overall, children remain safe and secure in the setting. Regular checks are conducted by staff to ensure the areas that the children use are safe and suitable. Fire drills are practiced on a regular basis. This results in children being confident about what they need to do in the event of an emergency. During the sessions the adults provide sensitive reminders about how to stay safe and some basic explanations about why they must not do certain things. This enables children to begin to develop an understanding about how to keep themselves safe in their environment. The staff team follow a written behaviour policy which all of the staff show a sound understanding of. This enables children to gain a clear understanding of the expectations and boundaries in the setting and results in behaviour being handled in a consistent way which is also appropriate to the needs of each individual child. Some staff are highly skilled at redirecting unwanted behaviour, for example, when the boys become boisterous they enthusiastically think of spontaneous quiet games that they can play, which is highly successful. Children begin to learn about diversity through planned activities to celebrate festivals from different cultures. This results in them gaining an understanding of others with differing beliefs from their own.

## 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> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

|  |   |
|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

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

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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            | 3 |
| 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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years register section of the report(Suitability of persons to care for, or be in regular contact with children). 02/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years register section of the report(Suitability of persons to care for, or be in regular contact with children). 02/11/2011