

# PeaPods out of hours school care

Inspection report for early years provision

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**Unique reference number**

EY442502

**Inspection date**

17/07/2012

**Inspector**

Shirley Peart

**Setting address**

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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**

PeaPods out of hours school care was registered in 2012. It is privately owned. The group operates from the main hall in St Georges Primary School in Lemington, Newcastle upon Tyne. All the children have access to enclosed outside areas. The group is open term time from 8am to 9.15am and 3pm to 6pm. In the school holidays the group is open each week day from 8am to 6pm.

The club is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. They are registered to care for a maximum of 24 children aged from four years to under eight years. There are currently 21 children on roll who attend for various sessions. This includes, children aged over eight years. The group can support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are two permanent members of staff, both of whom, hold appropriate qualifications to level 3.

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

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning and they know what children enjoy and what they can do. Each child is valued as a unique individual, therefore they make good progress. Routines and the organisation of the provision generally support children sufficiently. Staff work effectively with parents and teachers, which helps to ensure that children's needs are met and that consistency and coherence is in place. There are clear plans for improvement, although self-evaluation and reflective practice is in the early stages.

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

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

- consider use of the Ofsted self-evaluation form and quality improvement processes as the basis of on-going internal review, assessing what the setting offers against robust and challenging criteria
- revise and reflect on parts of the daily routine and organisation, to ensure that children are fully supported throughout the session, so that they learn the boundaries and expectations.

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

Children are effectively safeguarded as the staff have a good understanding of what to do if they have concerns about a child's care or welfare. A good safeguarding policy underpins practice and contact details they need should they

need to make a referral are available. Staff have previous experience working as registered childminders, therefore they are competent and caring. Although, there have been no new staff appointed as yet, a good recruitment and selection procedure is in place, which ensures that anyone appointed will be suitable to work with children. Full written risk assessments for the indoors, grounds and outings are in place and daily safety checks are also completed to ensure that all hazards are identified to keep children safe. The staff have a clear vision for the group to secure general improvements. They intend to access more training, develop knowledge on the new Early Years Foundation Stage framework, build their client base and improve planning systems. Although they currently evaluate activities in general for the whole group, they have not yet embarked on clear systems of self-evaluation and reflection to establish what they do well and what they need to develop. This does not, therefore ensure that staff, children and parents are involved in the internal review system to ensure that outcomes for children are enhanced further.

Staff provide a welcoming environment where all children are included. They have experience of caring for children with special educational needs and/or disabilities, which ensures that each child's individual needs are well met. On the day of the inspection the staff indicated that the room was not set up as normal due to the schools end of term activities. There is generally a suitable routine that children follow and staff are generally well deployed, which enables children to feel secure. However, parts of the routine, such as preparing the cooked tea, takes key staff away from playing with the children, therefore children's behaviour deteriorates as less staff are involved in what they are doing. Children use recyclable and natural resources, such as, large cardboard boxes, soil and grass, which helps them to understand that everyday things around them have a further use.

A very good parents handbook is given to parents when their child starts, which contains useful information and a synopsis of the policies and procedures. Staff have friendly relationships with them and pass on regular, honest information regarding their child's day. Learning journeys are readily available for parents to view and they are involved in documenting 'all about me' information on their child so that staff are aware of children's starting points. Parents questionnaires and verbal comments are highly positive and they are very pleased with the group. The staff have good close working relationship with the school staff in particular the reception class teacher. They meet with her weekly to share information and pass on comments regarding the early years children who attend the group. This good consistency and effective partnership working supports children very well.

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

The staff have a very good understanding of the Early Years Foundation Stage framework. They use this in practice well to support children's overall learning and development. They know what the children enjoy doing, therefore planning reflects their interests. For example, children talk about how they enjoyed making 'bath bombs' and 'exploding volcanoes' but did not enjoy the 'jelly bath'. Staff plan effectively for the school holidays to ensure that all children take part in enjoyable

and challenging activities. As children only attend before and after school and during school holidays, activities are based generally around the six areas of learning and the children's choices. Plans and photographs show how children take part in baking, painting, various outings and investigating mini-beasts, which supports their overall learning and development very well. Therefore, children enjoy a range of play and learning activities that keeps them interested and engaged. For example, they enjoy playing outside in the fresh air and eagerly use art and craft materials.

Children love to be outside and sustain their play for long periods, such as when using play figures and small world items. They eagerly help to put up the 'dark tent' and scream and laugh in delight when they use various torches to light up the inside. Overall, they generally behave well, although sometimes test the boundaries when there are not sufficient staff involved in their play. Staff offer lots of positive praise, such as, when children spend time making a lovely collage picture, which raises their self-esteem very well. Children work cooperatively with each other as they talk and play together. Staff ask questions that make them think and respond and recall activities, therefore, children can remember that their favourite smell from making the 'bath bombs' was lavender. This supports their language for thinking very well. Children eagerly make their collage pictures and manage to use small tools, such as scissors and glue pens competently. They turn on various torches and know they have to keep pressing the button to re-charge them, which develops their skills in understanding how things work.

Children show a good awareness of staying safe and most understand the boundaries. For example, when a workman fixes the play equipment outside they confidently remind their friends that they cannot go beside him or his tools because it is 'dangerous'. They have good relationships with staff and relate very well to them. They also demonstrate that they feel safe and secure in the setting as they make independent choices about what they want to do.

Children enjoy snacks of juice and biscuits and are given a substantive tea at the end of the day, such as, garlic bread, pasta, sauce and cheese. Therefore, their nutritional needs are very well met. Children routinely wash their hands before eating and staff encourage them to blow their noses and put their hands over their mouths when they cough, thus giving gentle reminders that enable children to learn about healthy practices. Both staff hold up-to-date food hygiene and first aid certificates, which ensures that children's health and well-being are well protected. They also monitor children if they think they are unwell and give them drinks as necessary, which ensures that their individual needs are well met.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	3
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

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

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