

Schools Out Childcare

Archibald Street, Gosforth, Newcastle upon Tyne, Tyne and Wear, NE3 1EB

Inspection date	27/09/2012
Previous inspection date	14/12/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Most staff are highly qualified and systems for performance management have been implemented.
- Children settle quickly and are observed to enjoy their time at the setting. They are able to make choices about what they do and staff involve them in planning future activities.

It is not yet good because

- Links with other providers have not been fully developed to support and complement learning in settings in which children spend more time.
- Systems for self-evaluation do not regularly take into account the views of parents.
- Opportunities to fully develop children's understanding of safe practices are often missed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two play rooms and outdoor area.
- The inspector met with the registered person and spoke with staff at appropriate times during the inspection.
- The inspector looked at planning documentation, evidence of suitability of staff and a range of other records, policies and procedures.
- The inspector also accompanied staff to collect children from a local school.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Schools Out is one of three 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 80 children on roll. Of these, eight 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 six members of staff, including the manager; of these, all hold relevant early years qualification and two have a BA Honours degree in play work. One Member of staff has a PHD in translation.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure links with other providers are strong and systems are in place to support and complement learning in other settings, such as, sharing observations of children's development and progress.

To further improve the quality of the early years provision the provider should:

- further develop systems for self-evaluation, regularly taking into account the views of parents to drive future improvements
- use daily routines, such as, school pick-ups, to further develop children's understanding of safe practices when crossing the road.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are observed to be happy and settled. A wide selection of suitable toys and resources are available. Children can access these freely and confidently make choices about what they do. They have opportunities to influence resources available and planned activities. This helps to develop their confidence and self-esteem. A favourite activity is to use felt tip pens to colour designs onto plastic wallets. Children's creations are then displayed on the windows to create a 'stained glass window'. Children confidently talk to staff about their designs and how the different coloured lights reflect on the wall and table. Their language development is fostered further, through regular conversations about the games they play. Such as, talking about the different coloured teams in table top football and how many goals they have scored. Staff observe children's interests and use these to plan a varied range of activities. Resources are regularly rotated, to maintain children's interest and the activities available sufficiently challenge children's learning.

Children are very well behaved. They patiently wait their turn to play on their favourite interactive game. They understand the rules of having to record their name on the list and

that players can have ten minutes each. This enables all children to have an opportunity to play and develops their understanding of rules and considering the needs of others. Children have opportunities to be active and have daily opportunities to play in the large outdoor area. They enjoy playing on the scooters and other wheeled resources. Playing football is a favourite for boys and girls and they take turns at being in goal. All of which helps them to develop their physical skills and develops their understanding of a healthy lifestyle.

The contribution of the early years provision to the well-being of children

Staff provide a mostly safe and caring environment for children. Children develop a sense of belonging and have developed good relationships with staff and their peers. They confidently approach staff to ensure their needs are met, for example, asking for more to drink or eat. Staff provide positive praise and encouragement, which helps to promote children's good behaviour. Children are encouraged to develop their self-care skills. For example, they wash their hands before snack and after visiting the bathroom and confidently talk about 'getting the germs off'.

Children are learning about some safe practices. For example, staff talk to children about the areas they can use in the outdoor space and children know not to pass the coloured cones independently. They inform staff if they want to play out and a register is taken of the children who are outdoors. This helps to protect children's safety in the outdoor environment. However, opportunities to fully develop children's awareness of safe routines are occasionally missed. For example, staff do not always talk to children about road safety and they are not always encouraged to 'Stop, look and listen' when they cross the road.

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

Staff have a sufficient understanding of their responsibilities in meeting the learning and development requirements. For example, they have started to implement systems for observation, assessment and planning. A key-person system is in place and clearly displayed for parents and children. Links with parents are sound and opportunities are available at the beginning and the end of each session to share any relevant information. This helps to ensure staff are aware of children's individual needs and parents' requests. Parents are also informed of their child's time at the setting and any progress made. Although meetings have been held with other providers, systems to share relevant information to support and complement learning, in settings in which children spend more time are not in place. This does not ensure consistency in all early years settings for all children.

Staff have a sound understanding of their responsibilities to safeguard children. Most staff have attended safeguarding training and know who to contact with any concerns. A wide range of policies and procedures are in place, these are available to parents and informs them of the service provided. Staff are highly qualified and are keen to further develop their knowledge and skills by attending some relevant training. They use the Ofsted self-

evaluation tool to highlight strengths and some weaknesses. However, parents' views are not always taken into account, which does not fully promote outcomes for all children. Systems for managing staff performance are in place. For example, staff attend regular appraisal and supervision meetings and work with the manager and provider to highlight relevant training and development needs. This helps to improve staff's practice, understanding and the service provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	319297
Local authority	Newcastle
Inspection number	884624
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	80
Name of provider	Margaret Rose Vent
Date of previous inspection	14/12/2009
Telephone number	07817 744889

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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