

Southridge Out of School Club

Southridge First School, Cranleigh Place, WHITLEY BAY, Tyne and Wear, NE25 9UD

Inspection date	30/01/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have excellent opportunities to learn about safety through spontaneous and planned activities throughout the sessions which means they have a thorough understanding of how to keep themselves safe and identify risks.
- An exceptionally high emphasis is placed on children being successfully involved in the running of the group, this gives them many opportunities to gain good skills in working together, listening, negotiating and thinking about each other's views.
- Children and staff share very positive relationships with each other which results in children feeling very secure and safe in the setting.
- A high prominence is placed on listening to children's views this means that they feel valued and respected.
- Partnership working with other professionals and parents is successful which results in a continuous learning journey for all of the children and ensures their welfare needs are successfully met.

It is not yet outstanding because

- Self-evaluation is not yet sufficiently embedded to ensure that priorities for improvement are effectively focused on the areas that will bring about the most benefit for the children.

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 out of school club room.
- The inspector spoke to the manager, registered person and staff at appropriate times throughout the inspection.
- The inspector spoke to some parents during the inspection.
- The inspector looked at observations of children's learning, planning documentation, a selection of policies and children's records.

Inspector

Julie Larner

Full Report

Information about the setting

Southridge Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register but has been open since 1991. It is situated in a mobile building in the grounds of Southridge First School in Whitley Bay, and is managed by Goodtime Childcare Ltd. There is a fully enclosed area available for outdoor play.

The out of school club serves children attending the school in which it is located. It operates from 3pm to 6pm Monday to Friday during school term time and children can attend Rainbow Childcare, owned by the same provider, for childcare in the school holidays.

The Out of School Club employs three permanent members of staff and also uses regular supply staff from Rainbow Childcare when needed. All staff hold appropriate early years qualifications. Of the permanent staff the manager holds a playwork degree and Early Years Professional status, one staff member holds a relevant National Vocational Qualification (NVQ) at level 4 and the other has an NVQ at level 3. The out of school club operates from 3pm to 6pm Monday to Friday during the school term time and children can attend Rainbow Childcare, owned by the same provider, for childcare in the school holidays. Children attend for a variety of sessions. There are currently 42 children attending, three of whom are in the early years age range.

What the setting needs to do to improve further

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

- improve the leadership and management of the setting by having rigorous and effective systems for self-evaluation that focus on the areas that will bring about the most improvements for children.

Inspection judgements

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

Children thoroughly enjoy attending the out of school club. They happily play and chat with their peers and use a range of well-maintained good quality equipment. Resources are well organised to ensure that children can make decisions about what they want to do in their time at the setting. They select toys from low-level shelving and have made a book with photographs of the other equipment that is available to them to extend the choices they can make. Planning for children's play is heavily focused on the children's interests. Monthly council meetings provide a forum for the children to talk about what types of experiences and activities they want to participate in during their time at the setting. This results in children's suggestions being valued which raises their self-esteem and enables them to have very good opportunities to participate in decisions that affect the running of the group.

Staff conduct regular observations of children's learning which means that the next steps in their development are successfully identified. Staff show a good knowledge of each

child's interests and use this to plan activities and experiences that extend their learning. For example, when children are highly competent at completing jigsaw puzzles they encourage them to make their own puzzles to complete. There is a key worker system in place for all children and they are well supported. Staff talk to the parents on a regular basis about their child's development by sharing observations. This means that parents are well informed about their child's progress. Written planning is shared on a notice board in the setting which ensures parents are well informed about their child's experiences. Adults constantly interact with children to successfully support their learning, for example, by asking them questions to gauge their understanding and extend their learning. Spontaneous opportunities are used well to encourage mathematics as children draw pictures of their pets at home and keenly count how many legs their dog has.

Children benefit from time to enjoy being physically active. Staff regularly re-arrange the room for children to take part in dancing games on the computer which they enjoy and provide worthwhile activities outdoors to extend their physical skills. Children have good opportunities to be creative. They use different materials, such as cornflakes, glitter and pasta to create collages. A well-resourced role play area that has been set up as a travel agents shop contributes towards children finding out about their local community and the wider world. Children have several opportunities throughout the year to explore diversity as planned activities help them to develop respect for people from different cultures.

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

Children have extremely positive relationships with the staff who care for them and their peers. They are highly confident about approaching staff for toys and equipment that they want to use and relish being involved in conversations. A very good key person system results in all children settling very quickly in the setting. Staff use highly successful procedures to collect information about children's likes and dislikes when they begin to attend. An 'All about me' book is used to plan experiences to help children settle quickly. Children are exceptionally confident about safety and hygiene practices. This is due to the excellent spontaneous opportunities for the children to think about how they keep themselves safe in the setting. For example, children talk competently about what they would do in the event of a fire and staff extend their learning by asking them questions about why they would not collect their bags and coats. Children easily respond to this by saying 'there is only one of us and we can easily buy another bag'. Children conduct their own daily risk assessments of the premises which provide them with exceptional opportunities to develop an understanding of what is safe. Children show an exceptional understanding of good self-care and staff ask them questions during the sessions to encourage them to think about good hygiene.

An exceptionally high emphasis is placed on valuing children's contributions. Excellent opportunities for children to make decisions provide them with an enormous sense of ownership of the setting. Staff actively encourage children's ideas and provide them with the support to do things for themselves. For example, at a council meeting the children decide to set up a raffle to collect funds which they organise themselves, they then vote on what to do with the proceeds and decide to give it to charity. Children are supported in

taking decisions about new toys and equipment they would like to see in the setting and things that they would like to do. This results in them being highly confident decision makers and provides excellent opportunities for them to work together and to listen, and be sensitive to, the views of others.

Brilliant systems are in place to give children daily opportunities to think and talk about how they are feeling. Children collect a name card at the beginning of the session and put these in a choice of tins to indicate whether they are 'ok', 'happy' or 'sad'. Staff then use these responses very sensitively to give children opportunities to share their feelings with the rest of the children, or to talk to children individually to explore their moods.

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

The long-established staff team show a high commitment towards providing good quality childcare and they excel in promoting children's personal, social and emotional development. They work highly effectively as a team to meet the safeguarding and welfare requirements. Consequently, children's welfare is successfully safeguarded. Staff involve children in planning experiences and activities which results in them being successfully engaged in the organisation of the setting. Secure recruitment procedures result in children being cared for by safe and suitable adults. Staff have good opportunities to extend their skills by attending regular training and completing formal qualifications. As a consequence children are cared for by staff who are well trained and have a good understanding of child development and safeguarding. The management team have begun to evaluate the practice in the setting to plan for improvements and have good systems to ensure that parents and staff have opportunities to make their contributions. However, this is not yet sufficiently focused on the areas that will bring about the most benefit for the children who attend the setting.

Children stay safe due to the staff completing regular training in child protection. Staff in the group show a good commitment towards their responsibilities in this area and know the procedures they should follow if they have a concern. Staff ensure they consistently maintain a safe and secure environment by checking visitor's identification, asking them to switch off their mobile phones and conducting comprehensive checks indoors and outside.

Partnerships with parents play a key role in the setting. Staff work closely with the parents and obtain lots of good quality information from them when their child starts to attend to ensure that children can settle quickly. Parents are kept very well informed about what is happening in the setting through regular newsletters and good quality information on a notice board. Staff seek the views of parents through a variety of methods which supports good partnership working. Daily exchanges of information ensure that parents are continually updated about their child's welfare and staff share observations that they have made about children's progress on a regular basis. The setting works highly successfully with the school in which they are based. The staff team successfully exchange information about the children's interests and gain information about the topics that children cover at school to ensure that they can extend the children's learning in their setting. Good

spontaneous support for the children in their chosen activities results in continuity of their learning.

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	EY452594
Local authority	North Tyneside
Inspection number	880941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 9
Total number of places	24
Number of children on roll	42
Name of provider	Good Time Childcare Limited
Date of previous inspection	Not applicable
Telephone number	01912008786

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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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