

Ravenswood Play & Youth Centre Out of School Club

Ravenswood Youth Club, Ravenswood Road, NEWCASTLE UPON TYNE, NE6 5TU

Inspection date	25/03/2013
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	2
The contribution of the early years provision to the well-being of children	Not Applicable	2
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

- Staff have a good knowledge of how children learn, and they interact effectively with children to help them think and demonstrate what they know.
- Children are happy, motivated and eager to learn. They benefit from a good range of activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Children are happy and settled in the club because the staff have very good relationships with them. Staff know the children well and consequently, they are able to meet the needs and interests of the children effectively.
- Children behave well and they understand the behavioural expectations of club as staff are good role models for them. As a result, children's behaviour is good.

It is not yet outstanding because

- There is room to strengthen partnerships with local schools children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support children receive.
- The organisation of resources does not always fully support children to make independent choices to support their play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 toured the club with the manager.
- The inspector interviewed the manager.
- The inspector carried out observations and talked to staff.
- The inspector talked to parents and viewed parent questionnaires.
- The inspector looked at a sample of documents, including planning and policies.

Inspector

Elizabeth Fish

Full Report

Information about the setting

Ravenswood Play and Youth Centre Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned by the workers' cooperative and operates from the Ravenswood Play and Youth Centre in Newcastle Upon Tyne. There is an enclosed area available for outdoor play. The club is accessible to all children. There are currently 60 children attending, five of whom are in the early years age group. The club receives support from the local authority.

The club employs five members of childcare staff. Of these, all hold an appropriate early years qualification at level 3. The club opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3pm until 5.45pm. The club currently takes children from four years of age and also offers care to children aged eight years to 13 years. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- reflect on and develop further ways to strengthen the relationship with local schools so that there is a more effective method for sharing knowledge and understanding about children's learning and development

- enhance children's independence by, for example, arranging resources so they are more easily accessible so that they can make independent choices about their play.

Inspection judgements

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

Children enjoy a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned to support children's interests. For example, staff plan craft activities to engage a group of children that are interested in crafts while other children develop their own fascination for living things. Staff extend children's interests well as they support a child's interest in space, ensuring they have all the colours that the child feels she needs to paint the night sky and planets. As a result, children are interested and motivated to learn. Staff have a good awareness of how they can support children's learning and development. Admission sheets and discussions with the child and parents help staff to develop an understanding of the needs and interests of the child when they start. Verbal discussions between the staff and parents at handover times

mean that parents are kept well informed about their children's progress. Consequently, parents know where their child is at and how they can support them at home.

All children make good progress from their starting points. Staff carry out regular assessments which are linked to the Early Years Foundation Stage. Therefore, they know where children are in their learning and how they can support them further. Careful observations highlight children's achievements, which are linked to Development Matters in the Early Years Foundation Stage and this information is used to plan further activities. For example, they plan for children to create large scale craft dinosaurs to extend learning opportunities for a child who is interested in this. This means that children's individual interests are planned for effectively. Children are also involved in planning the activities for the week and staff use topics from school when they have captured children's imaginations. Staff support children well in their play by following children's lead and extending it to promote further learning. For example, staff play alongside children developing a restaurant scenario in role play. A member of staff uses play telephones with a child to book tables and another child takes orders and prepares food.

Communication and language is supported well in the club. Children use a cosy book area and staff ensure there are a range of books to support children's individual interests. They talk to children throughout the session encouraging them to talk about what they have been doing that day. Children concentrate well as they become fully engaged in their activities and persevere until they complete complex pieces of work. They choose whether they wish to be restful or busy, which means that the children are encouraged to recognise and meet their own needs. Physical development is promoted well in the club. Children enjoy playing football outside and using bikes and skipping ropes. Other children enjoy using discs and cones in the hall to build obstacle courses and explore ways of moving over it, such as jumping or moving on hands and feet. Children play indoors on the computer or use stencils or scissors. Therefore, children have plenty of opportunities to develop large and small muscle skills. They enjoy using a range of creative materials and children of all ages play well together to dress up and develop different storylines. Children explore printing materials and oil-based marbling inks. Consequently, children have plenty of opportunities to express their own thoughts and ideas. Mathematics is promoted well as children play with games and jigsaws, which promote their knowledge of shape and number.

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

Children are very happy and settled in the club and they have a very good relationship with the staff. Younger children have a close bond with their key person in particular and enjoy cuddles when they are tired. They chat as they paint or play in the dressing up. This means that all staff, especially the key person knows each child very well and recognises when they are in need of extra support or reassurance. Parents talk to staff at the beginning and the end of a session and share important information. They feel that the staff are kind and caring and have a lot of time for the children in their care. Parents comment on how their children are happy and settled and love coming to the club.

Children learn about health and hygiene as they are reminded to wash hands before snack

and after playing outside. Children are encouraged to try to do things for themselves as they put on their own coats, dressing up clothes or fasten aprons for painting. The environment generally promotes independence as resources are usually accessible and some are labelled with words. Where resources are not accessible to children, they confidently ask for the resources they require. However, there is room to enhance the organisation of resources further to support the developing independence skills of younger children.

Children develop an awareness of how to keep themselves safe because they help to develop the rules within the setting and are reminded of those rules as the need arises. Behaviour is managed effectively and children have clear boundaries, which they follow. Staff talk to the children and help them to understand the needs and viewpoints of others so that conflicts are resolved. For example, children use the obstacle course they created and move around in various directions and meet in the middle causing a slight collision. When children struggle to reach a compromise, a member of staff intervenes and helps children find a solution to the problem so that the activity continues with all children moving in the same direction. This means children develop an awareness of others. They learn to play alongside older children, they ask for resources and ask to join in games. Consequently, children play well with others and they develop skills to support them in their learning. Regular outdoor play means that children benefit from fresh air and exercise.

Children settle into the setting quickly as staff find out important information, including children's interests and favourite games and toys on their admission form. An introductory session is held for parents and children to attend together and parents feel this helps children to settle into the setting. This means that children's transitions into the setting are effectively supported.

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

The manager has a good understanding of her responsibilities in meeting the welfare, and learning and development requirements of the revised Statutory Framework for the Early Years Foundation Stage. Staff monitor the provision as a team and have highlighted staff training to enhance learning opportunities for children. For example, they have arranged for training on the Early Years Foundation Stage so that all staff have a greater awareness of it.

The staff have regular supervision meetings where they discuss their strengths and discuss how they could improve the provision. Areas for development are highlighted and used to identify professional development opportunities. There are good recruitment procedures in place and all staff and students have appropriate checks carried out. Thorough induction procedures mean that new staff are aware of their role within the club. Safeguarding is good because the manager and staff understand their responsibilities. Clear policies and procedures are known and understood by all staff to ensure children's safety. There is a rigorous security system for entry to the club and children are signed in and out, which means that they are kept very safe. This is enhanced

by daily risk assessments as all the areas of the setting are checked and hazards identified.

Self-evaluation is good because the manager and staff identify what they do well and how they help children learn. They have clear plans for improvement and have sought training from the local authority on the Early Years Foundation Stage. Staff seek feedback from parents through regular questionnaires and act upon feedback from parents. For example, parents asked for information on the menu offered to children and this is now displayed on the noticeboard. This means parents are now effectively informed of snacks and meals provided. Recent changes to the way children are dropped off and collected at school have had a positive impact because the children are handed over to a member of staff. Consequently, children are kept safe as they move from one place to the other.

Partnerships with parents are good as staff do a verbal handover at the beginning and end of the day. They take into account any messages that need to be passed onto school and parents comment that their children are very happy in the club. Staff work hard to make transitions as easy as possible for the children and have established links with the local school and hold regular meetings with the head teacher. They work in partnership with the school staff, passing on information to class teachers and following topics that the children are learning about in school whenever possible. However, there is room to strengthen these partnerships so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements.

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 action. 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	EY453151
Local authority	Newcastle
Inspection number	884826
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	40
Number of children on roll	60
Name of provider	Clowning Around Ltd
Date of previous inspection	not applicable
Telephone number	07931561173

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

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