

# Monkhouse Out Of School Club

Monkhouse Junior School, Wallington Avenue, North Shields, Tyne and Wear, NE30 3SH

<b>Inspection date</b>	01/05/2013
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children have very positive relationships with their peers and the practitioners, who care for them, which results in them feeling a strong sense of belonging.
- Children benefit from daily opportunities to be physically active outdoors due to practitioners valuing their requests and organising themselves well to provide times for them to be outside.
- Practitioners are committed and focused on updating their skills and knowledge through attending various courses, which means that children are cared for by adults, who are suitably qualified.

### It is not yet good because

- There are not always sufficient planned activities during each session to ensure that children are successfully challenged in their play.
- The fire exits are not consistently free from obstructions during the sessions. This results in children's safety not being fully protected.
- The indoor environment has not yet been successfully organised to encourage children to make use of all of the areas used by the club.

## 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 observed activities in the hall and outdoors in the garden.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector looked at a selection of planning documentation, evidence of suitability of practitioners working with the children, a sample of their records and a selection of policies.

## Inspector

Julie Larner

## Full Report

### Information about the setting

Monkhouse Out of School Club was registered in 2003. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Monkhouse Primary School in Cullercoats, Tyne and Wear and is managed by a Limited Company. The club serves the children, who attend the school in which it is based and occasionally those, who attend the high school nearby. It operates from the school hall and an adjoining small playroom and there is a fully enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications, three of whom hold qualifications at level 3. The club opens Monday to Friday during term time. Sessions are from 7.45am until 8.55am and from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 61 children attending, two of these are in the early years age group.

### What the setting needs to do to improve further

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

- develop the individual needs and interests of each child and use this information to consistently plan a challenging and enjoyable experience for each child
- ensure that fire doors are continually free from obstruction and easily opened from the inside.

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

- review the environment indoors to ensure that it is interesting and attractive to children.

## Inspection judgements

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

Children enjoy their time at the club. They clearly know about the routine of the day as they eagerly come into the club, place their coats and bags on a long bench and then sit down at the table ready for their snack. Children have developed positive relationships with their peers and confidently engage in conversations with visitors, as they enjoy sharing their thoughts, stories and talk about what they like to eat. They readily seek out other children and happily play together indoors and outside. Children move around all of the areas confidently and make decisions about what they want to do. Practitioners in the

club deploy themselves well to support the children in their care in-between taking care of the routines of the day, such as preparing snack times. They ensure that children's choices are respected, for example, by going outdoors at their request. Children enjoy playing outdoors. They are engaged in games with their peers and extend their physical skills, for example, by practising playing basketball. Children enjoy practitioners being involved in their play as they play tennis together and laugh as the ball goes over the fence.

Practitioners conduct regular observations on the children in their care to find out what they can do. Usually this is used in planning to provide activities that focus on the next steps in children's development. However, there are not always sufficiently planned activities within the session, which provide challenge and interest to extend children's play. Resources are sufficiently maintained and adequately organised to ensure that children can make choices from low-level shelving and table top activities, such as, pens, pencils and printed sheets. Children mainly play outdoors and in the large hall area. They also have access to a smaller, quiet room where they are able to rest on comfortable settees after their day at school or use their imagination with a range of appropriate role play equipment indoors. However, this area is less used by the children as it is not as interesting or attractively organised. Practitioners working with the children respond consistently to their individual requests, for example, by bringing out additional equipment and toys that they ask for.

The club have established good working relationships with other professionals providing the Early Years Foundation Stage for children attending. They regularly exchange information about each child's welfare through the use of a daily diary. This ensures that any issues can be passed onto parents and that practitioners can help children master emerging skills, such as encouraging them to attempt to put on their coats. Practitioners collect information from school, for example, a copy of planning and then they use this to develop activities that promote continuity of learning. They have friendly relationships with the parents, they welcome them into the club and take time to talk to them about how their child has been and pass on any relevant information to keep them updated.

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

Children enjoy positive relationships with the practitioners, who care for them. They confidently approach adults, who respond warmly towards them, which helps children to develop a strong sense of belonging in the club. Secure systems are in place to gather information from parents about children's interests and needs when they first start at the club. The key person system works well. This results in practitioners knowing children they care for well and means that their welfare needs can be met consistently by a familiar adult. All children have developed good relationships with others, who attend the group. Younger children happily mix with older children, who provide them with a positive role model, for example, by behaving very well and using good manners. Children enjoy taking responsibility for appropriate tasks. For example, they clear away their plates and cutlery into a washing bowl after snack time.

Children have plenty of opportunities to learn about safety, both during routines due to reminders from practitioners about what they are and are not allowed to do, and from

visitors, who are invited into the group from the emergency services. This results in children gaining a good understanding of how to keep themselves safe in many different environments. Children participate in regular fire drills to ensure that they clearly know what to do in the event of an emergency. However, children are not consistently learning that the fire doors need to be kept clear of obstruction throughout the session to aid emergency evacuations.

Children benefit from a range of healthy snacks that are good for them, such as noodles and a wide variety of chopped fruit. Practitioners work closely with the school to ensure that a balanced diet is provided for the children, who attend. Children's preferences are respected and catered for by practitioners offering them different options when they are not keen on the snack offered during the session. This results in children remaining nourished until they are collected by their parents. Children help themselves to water, which is readily available throughout the session. Snack time is a social occasion where children enjoy conversations and sharing their thoughts with others. Children's independence during these routines is successfully encouraged as they competently serve themselves. This also develops their understanding of healthy eating as they talk about portion size and then clear away their plates and cutlery when they have finished. Practitioners organise themselves well to allow children time to play outside. This supports children's understanding of the importance of fresh air and physical exercise as part of maintaining a healthy lifestyle.

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

Practitioners show a mainly clear understanding of how to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. They clearly understand their responsibilities to safeguard children and complete regular training to ensure that they remain up to date with current practice. They know what to do if they have a concern, which protects the children in their care. Regular risk assessments are continually carried out to ensure that the areas children use are mainly safe and suitable. However, some risks, such as obstruction of fire doors are not continually minimised throughout the session, which impacts on children's safety. Ensuring such risks to children are minimised is also a requirement of the Childcare Register. Practitioners are committed to extending their skills and knowledge through completing additional training, which in turn, benefits the care of the children, as they are looked after by well-qualified adults. A clear recruitment policy and specific checks that are carried out ensures that children are cared for by safe and suitable practitioners, which further safeguards their welfare.

Practitioners have a clear understanding of how to evaluate their practice and improve the quality of the club. Since the previous inspection, they have taken action to ensure that the issues raised have been successfully addressed. In addition, they have considerably improved the outdoor area and the access to it. This results in improved safety for the children when they are going outside and allows them more control over the amount of time spent in the garden. Children have begun growing vegetables in containers and beds outdoors then preparing these as part of their snacks. This increases their knowledge and understanding of the world and their natural environment. The club has secure plans as to

how to further enhance the outdoor space, however, this has not yet been further extended to consider how best to enhance and promote the space indoors to ensure that it is fully utilised by the children. Parents' comments and ideas on how to improve the club are sought in various ways through questionnaires and comment books, which ensures that they feel valued. Parents are kept well informed about how the club operates by updated regular newsletters, which contains useful information about what is happening in the group. The club has a clear policy about how they will work with other professionals if children need extra support to ensure that each child is included and their individual needs met.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks, for example, obstructions to fire doors (Suitability and Safety of Premises and Equipment)
- take action as specified in the compulsory section of the report (Suitability and Safety of Premises and Equipment).

## 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

<b>Unique reference number</b>	EY230810
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	819597
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 12
<b>Total number of places</b>	26
<b>Number of children on roll</b>	61
<b>Name of provider</b>	Monkhouse Out Of School Club Committee
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	0191 2516687 or 01912006350

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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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