

Whinstone Children's Club

Whinstone Primary School, Lowfields Avenue, Ingleby Barwick, STOCKTON-ON-TEES, Cleveland, TS17 0RJ

Inspection date

Previous inspection date

06/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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	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

- Children are very happy and settled. They are keen to come to the club and enjoy participating in a wide range of activities that complement their learning in school.
- Children's behaviour is very good. They understand the importance of being kind and considerate to each other and share and take turns during play.
- Children enjoy healthy snacks and drinks. High standards of cleanliness are maintained throughout childcare areas and children have a good understanding of good hygiene routines. As a result, children's health and well-being are promoted well.
- The staff team have a good understanding of their responsibilities with regards to child protection. The environment is safe and good steps are taken to reduce potential dangers. Children are well-safeguarded.

It is not yet outstanding because

- There is scope to further enhance the programme for understanding the world by extending the opportunities for children to design and take care of the outdoor environment.
- Staff do not always make the most of snack time to provide additional opportunities to help children develop their independence.

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 care in the after school room, the school dining hall and the outside areas.
- The inspector held meetings with the leadership team and spoke to staff, children and the head teacher of the school.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and other documentation.
- The inspector took account of the views of parents expressed through conversations during the inspection.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Whinstone Children's Club was registered in 2012 on the Early Years Register and compulsory and voluntary parts of the Childcare Register and is one of two privately owned clubs. It operates from Whinstone Primary School in Ingleby Barwick, Stockton-On-Tees. Children have use of one classroom, the sports hall, dining room, creative area and outdoor areas.

The club is open from 3.30pm until 6pm during term time. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group. The club employs three staff. All hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- complement the educational programme for understanding the world by involving children in designing and caring for the outdoor environment

- review the snack time arrangements, so when possible children can serve themselves food and drink to further promote their independence and self-help skills.

Inspection judgements

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

The staff team are sensitive to the fact that children arrive at the club following a busy day in school and that this is a time for them to relax. Activities are very much based on children's ideas and interests and on complementing children's learning in school. Staff regularly observe and assess the children to understand what they can do and use this information to plan for the next steps in their learning. They provide stimulating activities and resources to cover the seven areas of learning. Consequently, the club plays a positive role in helping children to make progress towards the early learning goals. Parents have daily opportunities to speak with the staff about their children's progress. This supports a shared approach to children's learning as they are kept up-to-date with the activities their children enjoy while at the club. Children's folders are available for parents to see when they wish and their comments are positively encouraged.

The quality of teaching is good. Staff are skilful at interacting with children and challenge them by using open-ended questioning and value their comments and contributions. Children are confident communicators. They express themselves well, and initiate conversations with their peers and staff. Staff provide a good range of art and craft resources and activities, for example, paint, junk modelling and drawing materials, which children use to create models and pictures. They know that some children enjoy writing and making marks so they ensure there is a wide range of materials available so children can do this freely.

Children are given the choice of playing indoors and outdoors and can move as they wish between the two. Many choose to play in the fresh air so staff ensure there is a good choice of activities for them to engage in. They run, climb, explore and use balls, wheeled toys and large apparatus, which builds their physical skills. The club have recently been given access to a gardening area in the school grounds, but as yet are not using it fully, to give children the opportunity to help design and take care of this area to further extend the programme for understanding the world. Children love books and staff provide a comfortable area where children can relax and read to themselves or to others. Some children demonstrate very good skills for this and are well on the way to becoming fluent readers.

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

Children's sense of belonging is supported through the warm attachments they have with staff. Parents state that their children very much enjoy coming to the club. Children have such a good time that they are often reluctant to leave when their parents arrive to collect them. Settling-in procedures are effective in helping new children make the transition between from home and school to their care. Children can visit with their parents so they become familiar with the environment and staff gather information about children's needs likes and dislikes so they can help children to feel secure. Staff have good relationships with class teachers and share information prior to each session. As a result, children are happy and settled in the club.

Staff support children's behaviour well and there is a calm, friendly atmosphere. Children play very well together, enjoy each other's company and are polite and friendly. Older children are encouraged by staff to offer their support and help with the younger members. Children respect the routines and boundaries of the club and cooperate with these. For example, they help to clear away after snack and know they must share and take turns. Children are very independent. They manage their basic hygiene and personal needs successfully and are confident to say when they do or do not need help. Snack time is a relaxed, social experience and offers children the opportunity to talk to their friends. However, staff do not always maximise the opportunities at this time for children to become even more independent and develop their self-help skills further, for example, by allowing children to serve their own food and pour their drinks.

Children's health is well-promoted. They are provided with a good selection of healthy

choices for their snacks and light meals, including a wide selection of fresh fruit. They are actively involved in choosing what goes on the menu and encouraged to try out new foods. High standards of hygiene are maintained throughout all areas to prevent the risk of cross infection and the club has recently been awarded a five star rating from the Food Standards Agency. Very good opportunities are provided for children to enjoy both indoors and outdoors and they have a positive attitude towards exercise. Staff discuss the importance of staying safe by including the children in evaluating and taking part in risk assessments to raise their awareness of what hazards are dangerous to them.

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

The safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are understood by the leadership team and are well-met. Safeguarding procedures are secure and staff update their training and knowledge of child protection issues. Information about the relevant agencies to contact are in place and readily accessible to staff. This effectively supports them in their promotion of children's ongoing well-being. Robust recruitment and selection procedures are followed. This includes completion of suitability checks and an induction programme. Staff meetings and appraisals are in place. This helps to ensure that staff are, and remain, suitable to care for children. There is a comprehensive range of written policies and procedures, which are adhered to by staff, that underpin the running of the club. Required records to meet the welfare requirements are in place and accurately recorded. Staff are deployed appropriately both indoors and outdoors to ensure that children are supervised and supported well. Staff are vigilant throughout the day and take steps to keep children safe. Security is very good. Clear procedures are in place to prevent children from being at risk from visitors and to ensure they cannot leave the premises unattended.

The club is led by a dedicated team that has children's well-being at the heart of all it does. They are committed to providing children with a friendly club that meets their needs for care and learning during the out of school hours. Staff attend daily planning meetings prior to children arriving. This enables the manager to closely monitor the programme of activities to make sure that they cover all areas of learning well.

The staff team are motivated and work well as a team. They share ideas and cascade any new information obtained through training to their colleagues and any changes to practice or legislation are implemented. The manager works alongside her team which allows her to closely monitor practice and support and advise. Comprehensive self-evaluation is undertaken on a frequent basis with the views of parents, staff and children taken into account. Their views are valued and are used to shape the provision. For example, children are fully consulted on menus for snacks and when obtaining additional resources. This system helps to ensure good quality provision.

Relationships with parents are strong and it is evident from feedback that they very much appreciate and value the service provided. Parents comment on how staff are friendly and approachable. Information is shared with parents through ongoing dialogue, school

newsletters, policies and procedures and details posted on the noticeboard. Effective links with the host school ensure that children are provided with effective support for the transition between the setting and school. Staff share information with school and parents to ensure that children's care and learning needs are well-met.

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	EY457352
Local authority	Stockton on Tees
Inspection number	895725
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	60
Name of provider	Andrea Broughton
Date of previous inspection	not applicable
Telephone number	01642750318

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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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