

Saltburn Primary Out Of School Club

Saltburn Primary School, Marske Mill Lane, SALTBURN, Cleveland, TS12 1HJ

Inspection date	18/06/2013
Previous inspection date	10/05/2012

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		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

- Activities meet all children's needs, interests and abilities. As a result, children remain stimulated and motivated to learn. Staff support children's personal, social and emotional development, their behaviour and independence, talking and listening skills, and encourage children to be physically active. Therefore, they continue to achieve well and make good progress in their chosen play.
- The key person role is embedded well and strong and secure attachments are formed to support the early years children. The staff know the children well; they know what they can do and what their interests are. As a result, children's needs are effectively met and they are successfully supported to develop further.
- Children are happy and enjoy what they are doing. They are well cared for and their emotional well-being and healthy lifestyle is effectively promoted. Consequently, they model good behaviour, eat healthily and feel safe and secure.

It is not yet outstanding because

- The partnerships with class teachers working with young children are not extensive enough to ensure that all children's learning and development is fully supported.

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 within the main room and the outdoor play area.
- The inspector met with the manager and discussed a range of subjects and looked at records and policies, procedures and children learning journals.
- The inspector talked with children and with parents and looked at written comments from parents.

Inspector

Eileen Grimes

Full Report

Information about the setting

Saltburn Primary Out of School Club was registered in 2010 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Saltburn Primary School in Saltburn. The club serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play. The club employs three members of childcare staff. All hold appropriate early years qualifications at level 3.

The club opens Monday to Friday term time only. Sessions are from 8am to 9am and from 3pm to 6pm. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance current partnerships with school teachers, to complement children's learning in all other settings they attend, to support a continuous and cohesive approach to children's learning experiences.

Inspection judgements

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

Children are happy and eagerly join in the after school club activities. They choose what they want to do or play with, and their interest is sustained for long periods. This is because staff encourage children's active involvement in planning and leading their own play. The staff's good knowledge of how to promote children's learning means that they are aware of when to allow children to play without disturbance and when to intervene. As a result, children are skilful in making their own choices and take an active part in the planning and evaluation of activities. These skills are essential in supporting their positive attitudes towards learning when at school.

The quality of teaching and the quality of learning is good. The activities provided reflect children's interests and therefore they enjoy themselves, and continue to make progress and have fun. The main theme running through the school relates to maintaining a healthy lifestyle and healthy eating. This topic is continued at the after school club in the activities and discussions held with the children. For example, children are actively

involved in growing fruit and vegetables in the allotment. Children's independence is promoted as they walk to and from the allotment and access tools freely, measuring how much water needs to be in the watering can to allow them to lift it. Staff talk with the children about what they are going to do with the fruit and vegetables when they are grown and how the weeds go into the compost bin. Children work with each other as they share tools and help with filling and lifting the watering cans, and behave appropriately. Children with special educational needs and/or disabilities are extremely well supported. Staff ensure that their individual needs are met and children are happy, enjoy the range of activities in the club and make good progress. Children enjoy creative activities, such as modelling dough and staff extend this learning through discussions with children to inspire use of additional tools and equipment, such as straws and rollers which add texture. Staff make sure that children have opportunities to be physically active. They encourage children to access the outdoor play area and provide a wealth of activities, such as football, climbing and other games. Children bring games from inside to play on the grass with staff.

Observations, assessments, and the next steps in children's learning are clearly identified. They are used to inform the planning of the club so that children make progress in their chosen play. There is a good balance of experiences provided in the after school club which complement the learning achieved in school. Therefore, children continue to progress well in their personal, social and emotional development, talking and listening skills, and they are physically active. All these areas contribute to children's continued development and learning in school. However, although the manager has established sound working relationships with some of the schools and other early years providers, these are not yet fully developed across all settings to support continuity and cohesion.

Partnership with parents are good. Parents complete initial documentation so that a clear picture of each early years child's individual needs and background is obtained. This information and the completing of observations as children play are used to show that children continue to progress during their time spent at the after school club. Parents feel valued and respected. They speak with the manager and staff daily and are verbally informed of their child's involvement in the club's activities. Parents are provided with a wealth of information regarding the events and forthcoming planned activities for the children. These newsletters are very informative and include information about how they can continue to support their children's learning and development at home.

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

The care and welfare arrangements are fully implemented to ensure the emotional well-being of the children in the after school club. Children's personal information is gathered from parents to ensure that all their individual needs are catered for. Children are contented and relaxed in the company of approachable and friendly staff who know the children very well. The club operates a very effective key person system for all children, and children form very secure attachments with their key person. Therefore, their emotional well-being is appropriately supported because they develop warm and trusting relationships with staff. Children are confident, well motivated, and have a secure sense of belonging.

The staff deploy themselves effectively to support children's learning and as a result, children are well behaved and develop the social skills they require for later life. Relationships are good, therefore, children feel safe and secure. Children learn about keeping themselves safe. They competently follow the safety procedures of the after school club. For example, they inform the staff if they wish to leave the room to go to the washroom and they inform them when they return. Children also engage in regular fire evacuation drills. This ensures they know how to get out of the premises quickly and safely in the event of an emergency. This further supports their understanding of safety.

Children's health and hygiene requirements are successfully met through everyday routines and practices. They competently gain independent skills through the support of older children and the staff, and practise the self-help skills they require as an independent person. The older children 'buddy up' with the early years children at mealtimes and make sure that they can reach the bowls and plates, and help them to feel at ease in a large group. Healthy eating is excellently promoted. The children enjoy a vast assortment of healthy options at teatime. They are provided with a wide selection comprising of freshly baked pasta and cake with a selection of fresh fruit always available. Children help themselves and are given plenty of time to finish their healthy tea time treats. They pour their own drinks and engage in conversation with the staff and their peers. This helps them to develop practical and social skills, which will support them well as they move onto the next stage in their development.

The staff provide a safe and stimulating environment where children can relax and play in safety. They are provided with a wide range of resources and activities that maintain their interest; therefore, they are motivated to learn. Children learn to respect the similarities and differences in others and treat each other with equal concern. Children enjoy a number of outdoor activities enabling them to be physically active. They are provided with opportunities to play outside using wheeled toys, and play ball games and group games. The newly established gardening area provides good opportunities for children to grow their own vegetables and learn to care for their environment and living things.

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

The staff have a secure understanding of the Statutory framework of the Early Years Foundation Stage and how children learn best. They understand their responsibility to meet the learning and development requirements by providing care and a range of activities that complement the children's school day. As a result, a good balance of activities is provided that are a mix of adult-initiated and child-led. Planning and assessment effectively supports children's next steps in their learning. The after school staff know the children well and overall meet their needs effectively in activities and their play. Therefore, children make good progress in their chosen play.

The safeguarding and welfare requirements are successfully met and understood. They are strong and embedded well with clear policies and procedures known and implemented by the staff. Staff have completed child protection training. They are able to identify signs

and symptoms that would cause concern and they know the correct procedures to follow as a result. There is a safeguarding policy, which has been updated to include guidance about the use of cameras and mobile phones in the after school club. Effective measures of supervision and appraisal are completed with staff to ensure their ongoing professional development and continuous improvement of their already good practice. The suitability and recruitment process is robust. As a result, children are kept safe and secure because they are looked after by suitable adults. The complaints policy is in place and displayed for parents so that they are aware of what to do if they have a concern. All the staff have completed first aid training and are confident in providing emergency first aid. Daily records, such as attendance registers and accidents, are suitably maintained. Risk assessments are used effectively and daily checks are completed to identify and address any risks before the children arrive.

Good monitoring and analysis is completed by the management of the after school club. Staff work well together and demonstrate a commitment to developing the after school club further. Self-evaluation takes account of the users of the after school club and clearly identifies its strengths and weakness in order to highlight the main priorities for improvement. Partnerships with parents, external agencies and most other providers are effectively maintained, because the staff understand the importance of supporting children's care and education and seeking early intervention when required. Partnerships with some other providers, Parents are provided with information through newsletters and informal catch-up chats at the end of the day. Parents commented that they feel included and involved in the decisions involving the after school club, and staff welcome their views and ideas.

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	EY421879
Local authority	Redcar & Cleveland
Inspection number	875721
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	56
Name of provider	Rosedene Nurseries Limited
Date of previous inspection	10/05/2012
Telephone number	01287626180

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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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