

# Blaydon Youth Club Childcare

Blaydon Youth Club, Shibdon Road, BLAYDON-ON-TYNE, Tyne and Wear, NE21 5QE

## Inspection date

Previous inspection date

06/08/2013

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

- Staff know the children very well. They have a secure understanding of children's capabilities and provide a range of activities that they know children enjoy. Planning is firmly based around children's interest and, as a result, they make good progress in their learning and development.
- Children's communication, language and social skills are promoted well. This is because staff extend children's listening skills and vocabulary through lively group discussions and active involvement in their play.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. They are well behaved, respond well to staff and play cooperatively together.
- The partnership with parents is well promoted as staff are skilled in sharing and using relevant information regarding child development. The information parents provide about their children contributes well to the staff's success in planning for and meeting each child's needs.

### It is not yet outstanding because

- Opportunities to enhance children's very good understanding of living things are not always fully embraced.
- There is scope to strengthen partnerships with all settings children move onto, so they are well prepared to support children in their next stage in their learning.

## 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 throughout the setting in both indoor and outdoor spaces.
- The inspector spoke with the manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents from the written questionnaires sent out by the setting.
- The inspector conducted a joint observation with the manager.

## Inspector

Janet Fairhurst

## Full Report

### Information about the setting

Blaydon Youth Childcare was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. This was due to a move of premises. The setting is located within Blaydon Youth Club. There is one main playroom which has direct access to the outdoor play area. Children also have use of the centre's sports hall.

The setting is open during term time, Monday to Friday from 9am to 12 noon. The out of school provision is open from 3pm to 6pm, during term time and from 8.30am to 5.30pm in school holidays. There are currently 90 children on roll, of these, 18 are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. There are six members of staff working with the children, including the manager. All hold a relevant childcare qualification. 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:

- deepen children's natural interest and fascination in bugs and insects by providing them with opportunities to learn more about where they live, what they eat and how they move, for example by; helping them to create low-level log piles and bug houses
- enhance partnership working with all settings children move onto to ensure that they receive the help and support they need to make a successful transition to the next stage of their learning.

## Inspection judgements

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

Children are very happy and confident individuals who benefit from the good care, activities and play opportunities provided. They are supported well by the staff, who have a secure understanding of how young children learn, and progress effectively through fun, play-based activities. Teaching is rooted in their thorough knowledge of the Early Years Foundation Stage learning and development requirements. Consequently, all children make good progress. Sensitive observations, which are evaluated, are used by staff in order to assess children's abilities, interests and skills. They utilise this information to formulate personalised learning plans for each child. As a result, children are engaged in

very enjoyable, challenging experiences, which support their good progress towards the early learning goals from their individual starting points. Staff have started to complete with parents the 'progress check at age two' for children. This is effective in highlighting any gaps in learning and also enables them to secure early intervention to ensure that no child gets left behind in their development. Parents are kept well informed about their children's achievements as there are daily opportunities for discussions with their child's key person. Children's individual learning journals are readily available to parents. This is valued greatly by parents because it keeps them fully informed about their children's progress, and how the staff intend to meet their child's learning priorities.

A good balance between adult-led and child-initiated activities ensures that children are appropriately challenged. They play a key role in their own learning through contributing their ideas and developing independence and control over their choices of activities. This helps to excite and sustain their interest, therefore, motivating them to become active learners with enthusiastic attitudes. Children's language and communication skills are nurtured continuously, as the staff skilfully question and engage them in conversations during play activities. Comfortable, quiet areas are available for children to concentrate on looking at books independently and writing tools are available throughout the setting to help develop their early writing skills. Spontaneous and everyday activities are used well to help the children develop good mathematical thinking, counting and problem-solving skills. For example, following the heavy rain fall from the previous day, children are keen to measure the water containers outside. Staff encourage the children to think about how they can measure the amount of water and they are keen to offer their suggestions. The children agree the best way is to count how many cups of water it takes to empty the container, which they do with great enthusiasm. This positively promotes children's critical thinking skills. Information technology skills are being acquired by children through independently using various programmable toys and the laptop computer.

All children have daily access to a stimulating outside area where they benefit from fresh air and exercise. The outdoor environment is well organised to maximise play opportunities for children and enables them to participate in a variety of physical activities. For example, climbing on the large fixed equipment, riding bikes, painting and role play. Staff teach children how to cultivate seeds, plants and vegetables in the garden. They are delighted when they harvest their cucumber and pea pods and help prepare them ready for their snack. Children show their curiosity and interest in caring for living things. A good example was seen when children found a caterpillar and several lady birds. Staff provide magnifying lenses so children can examine the creatures more closely. Children count the spots on the ladybirds and are fascinated as they observe the ladybird using its antenna. However, staff have not yet considered how this interest can be developed further, such as helping children to making bug houses, so they explore in more depth how creatures live and what they need to survive. Resources and activities that promote equality and diversity are used well to extend children's understanding of different cultures and beliefs in the wider world. This, combined with the opportunities for children to celebrate different festivals, help them to value, understand and respect difference.

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

The good relationship between home and the setting begins as the staff encourage children and their parents to visit before they start to attend. During the visits, children's starting points and other relevant information is gathered from parents. Parents build strong links with their child's key person, enabling good information sharing to support children's developing needs. This helps staff to make an initial assessment of children's capabilities, likes and dislikes and contributes towards their sense of security. As a result, children are settled, very happy and confident. The setting is organised well to enable the children to explore and investigate their surroundings. Resources are stored in low-level shelving units or trays, which children can access independently to support their play ideas. Staff interact positively with the children, involving themselves in their play and offering appropriate assistance to enhance children's learning and enjoyment. Children show good levels of independence. They serve themselves at snack time, tidy away toys and attend to their own needs, such as, visiting the toilet or putting on their apron. This means that they are developing the skills needed for the next stage in their learning, such as attending school. Behaviour is managed well by staff who provide consistent boundaries and use purposeful praise to support children. Consequently, they understand what is expected and play cooperatively and harmoniously together.

Children's health and well-being are supported well. Staff provide children with a healthy breakfast and snacks and talk to them about the importance of eating a healthy diet. Fresh drinking water is available at all times and children help themselves when they are thirsty. Children's physical development is well promoted as they thoroughly enjoy the freedom to play both indoor and outdoor. They understand the importance of following simple hygiene routines, such as, washing their hands before eating or after visiting the toilet. Children learn to keep themselves safe in a range of situations. This was demonstrated in the way children moved safely around the setting, inside and outside, with care. Before outings are undertaken children are helped to consider how they can keep themselves safe, such as taking care when crossing the roads. Children's understanding of keeping themselves safe is further enhanced through the visitors to the setting, such as, the police community support officer and road safety officer. This, combined with the regular fire drills, mean that all staff and children know what to do in an emergency and their safety is assured. Transitions to most schools are managed effectively to ensure continuity in children's care and learning.

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

The manager and staff have a good knowledge and understanding of how to promote children's learning and development. The planning and delivery of the educational programme is monitored well. This ensures that all children make good progress towards the early learning goals. Robust recruitment and vetting procedures ensure that children are cared for by suitable, well qualified staff. Ratios are adhered to and children are supervised at all times. Staff are aware of their roles and responsibilities in safeguarding children and can put procedures into practice, when necessary, to ensure the safety of the children. They have also attended additional training to enhance their understanding of child protection issues. Clear policies and procedures are in place to guide staff and inform parents, including thorough risk assessments, which are carried out and reviewed

regularly. The supervision and appraisal of staff ensures they receive support, if needed, to improve their personal effectiveness and identify training needs. As a result, staff are supported in their professional development and this makes sure that children benefit from current childcare practices and knowledgeable staff.

The setting has established good relationships with parents and shares information on a daily basis about children's routines and the activities they participate in. Parents receive detailed information about the setting, and have access to the policies and procedures. Staff value parent's communications which help them to provide consistency and link children's experiences at home to those they enjoy within the setting. Regular newsletters are sent home providing details about current events, topics and themes. This helps to keep parents well informed and allows them the opportunity to carry on their children's learning at home. Parents are invited to 'parent's feedback sessions', where they can discuss their child's progress and where they can learn more about the planning of activities. Written comments from parents show that they are happy with the care their children receive. Relationships with the local school are, generally, good and a number of measures are in place when children transfer to the next stage in their learning. However, there are a number of children who transfer to schools further afield and, although staff have attempted to develop links, this has not been successful. This means that not all children are fully supported during this transition period.

Monitoring and evaluation is ongoing and the manager is aware of the strengths of the setting and the areas that need developing. Good leadership and a positive role model enables the staff to reflect and evaluate their practice as they work together to meet the individual needs of all children. Staff show a positive attitude to making sure they offer good quality provision. The setting involves all its users in their self-evaluation to drive improvement. For example, parents were encouraged to offer suggestions regarding the development of the outdoor area. Many of the suggestions have been acted upon, such as, creating growing areas and having wind chimes. This shows that parent's contributions are valued and listened to.

### **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

<b>Unique reference number</b>	EY459065
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	905758
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Blaydon Youth Club Committee
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01914144964

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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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