

Young1s After School Care

St. Cuthberts RC Primary School, The Green, Walbottle, NEWCASTLE UPON TYNE, NE15 8JL

Inspection date

Previous inspection date

13/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Children are highly confident communicators because practitioners support their understanding of language very well.
- Children have very positive relationships with practitioners and behave well. This is due to practitioners continually praising children's efforts, which raises their self-esteem and confidence.
- Good partnerships with other professionals are in place, which results in all parties being involved in children's learning to help them make progress.

It is not yet good because

- Children do not always have daily opportunities to play outdoors, to increase their physical development and promote good health.
- Sufficient resources are not always available to ensure that children can join in with their friends, or relax comfortably in a suitably equipped area to play quietly or talk to each other at the end of the day.
- Self-evaluation arrangements have not yet been sufficiently developed to clearly identify areas of improvement, to move the setting forward and improve the standard of care and learning for the children who attend.
- The key person system is not fully developed so parents are aware of who their child's key person is, and build strong bonds that promote effective information sharing.

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.
- The inspector checked evidence of the suitability and qualifications of practitioners working with children.
- The inspector talked to practitioners and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Larner

Full report

Information about the setting

Young 1s After School Care opened in 2013 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from St Cuthbert's Roman Catholic Primary School in Walbottle. The setting serves the children attending the school in which it is based. Children are cared for in the main hall and have access to an enclosed outdoor play area.

The setting opens five days a week from 7.30am until 8.55am and from 3.10pm until 6pm during school term time. There are currently 11 children on roll who are in the early years age range. Children attend for a variety of sessions. There are currently five practitioners working directly with the children, four of whom hold appropriate early years qualifications at levels 2 and 3.

What the setting needs to do to improve further

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

- ensure that children have daily opportunities to participate in outdoor play, to build on their physical skills and promote a healthy lifestyle.

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

- develop further the range of resources, so that there are sufficient to allow children to play together, and ensure that they are well organised to promote children's ability to make independent choices about what they want to do
- develop further the key person system so that strong links are formed with parents to enable the frequent and effective sharing of information
- review the organisation of the quiet area so children have a suitably equipped space to relax, play quietly or talk to their friends in comfort
- develop arrangements for self-evaluation that focus on improving the provision for learning and development, support children's achievements and take account of the views of parents.

Inspection judgements

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

Children thoroughly enjoy their time at the setting. They are engaged and are keen to participate in adult-led activities. They confidently choose what they want to do from some toys that are set out on the floor in the hall. This results in them being motivated in their play. Children's interests are valued by the practitioners who care for them. They ensure that the toys and equipment they set out suit children's changing interests, and this means that children concentrate for long periods of time on their chosen tasks.

The manager shows a secure understanding of how planning covers the different areas of learning to support the progress children make in school. Additionally, she has a sound understanding of the Early Years Foundation Stage. The manager works in the reception class at the school in which the setting is based. Therefore, there are highly effective links with teachers, and the manager knows the children's individual learning needs and what they can do. She uses this to plan activities and play opportunities that lead on from what children do at school, to provide a continuous learning journey for the children who attend. Observations are conducted and shared with teachers in the school. This results in all parties working with the children knowing the progress they are making and being able to plan to support children's further development and learning. Transitions between school and the setting are successful as children continue to be cared for by familiar adults who they know well. Practitioners share information with parents about their child's progress. They provide them with written 'wow' moments to share, and celebrate children's achievements. This effectively raises children's confidence and self-esteem.

Children enjoy using their creative skills to make Christmas cards in a planned activity. They confidently label the cards with their name. They use lots of different materials and are persistent in their objectives. For example, they continually keep trying to pick the backs off the stickers, so that they can use these on their cards. Practitioners extend and encourage children's development well. They ask children if they know what 'creative' means and provide appropriate explanations when children are unsure. This successfully extends further the children's understanding of language. Practitioners encourage children's mathematical development as they ask them how many items they have, which supports children's interest in counting and numbers.

Children relish using their imagination in the setting. They play games with the friends they have made and spend lots of time in the session dressing up and carrying around their 'babies'. However, on some occasions there are not sufficient resources to ensure that children who are interested can always join in with this type of play. For example, there are few dressing up clothes. This affects children being able to be involved in imaginative play to extend their learning and join in with their friends.

Children are highly confident communicators. They have enquiring minds and keenly ask visitors questions and engage in conversations. Practitioners plan activities that provide opportunities for children that support and develop their fine motor skills, but also focus on their interests. For example, they use the ideas that children bring about which

activities they enjoy at home, and obtain resources for children to make pictures with small beads on plastic boards, which they complete very carefully.

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

Children have positive relationships with the practitioners who care for them. They confidently approach them for support and reassurance. Practitioners respond warmly to children so that they feel valued and develop a sense of belonging in the setting. Practitioners provide positive role models for the children. They encourage good manners, and consistently praise children for their accomplishments. They say to children 'I get really excited when you try something new' which contributes towards raising children's confidence in their own abilities very well. Practitioners collect information about children's needs from parents when they first start to attend. This results in them being able to plan how each child's needs will be met. For example, by considering any dietary needs when menus are planned. A key person system is in the early stages of development. Parents do not yet know who their child's key person is, which means that, as yet, they have not formed strong links that promote effective information sharing.

Resources are not organised well so that children are easily able to make choices about what they want to play with. While children clearly enjoy what is available, many resources are stored in cupboards that children only access with practitioners' support. This affects children's ability to choose what they would like to do as they are reliant on the resources that the practitioners have put out for them. The outdoor play area is not used to provide daily opportunities for children to enjoy playing outside. This is a breach of requirements and limits opportunities for them to explore the natural environment, build their physical skills or adopt healthy lifestyles. The quiet area has a beanbag and cushion for children to relax on, but this is not sufficient to provide a welcoming and attractive space where children can play quietly or enjoy chatting with their friends at the end of the school day.

Children benefit from a range of healthy snacks and meals that they enjoy and which meet their individual dietary needs. For example, they eat wraps filled with cheese and chopped tomatoes and cucumber. Practitioners regularly talk about foods that are good and not so good for them, which promote children's understanding of a healthy diet. Children's health is promoted successfully due to practitioners' understanding of how to safely administer medication, and the procedures they use when preparing and serving food. Risk assessments are successfully completed to ensure that the areas children use in the setting remain safe. Practitioners have a secure understanding of how to use different procedures to help make sure children remain safe at specific times. For example, they allow children to independently access the toilets during most of the session, but at the start of the session when parents are collecting children from school, they accompany children to the toilets so that they remain safe. Children practise regular evacuation drills, which ensure that they are aware of what to do in the event of an emergency.

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

The manager shows an adequate understanding of the statutory framework for the Early Years Foundation Stage. Through her knowledge of children's development from working in the school, she understands how to plan to help children make progress in the setting. Consistent knowledge and practice by practitioners show that written policies, which contribute to the smooth running of the setting, are known and implemented at all levels to safeguard children. Practitioners complete mandatory training in first aid, food hygiene and safeguarding, which in turn benefits the care of the children. Practitioners' personal development is encouraged and they show a strong commitment to gain professional qualifications, which benefits the care and learning of the children. For example, some mature practitioners working in the group have recently completed level 2 training and plan to improve their qualifications further. There are clear recruitment and vetting procedures in place, should further staff members be employed. This helps ensure that all adults working in the setting are suitable to work with children.

Practitioners show a secure knowledge of child protection issues. They are aware of the potential indicators of abuse and know who to approach if they have a concern about a child. They are confident about contacting other professionals if the need arises, which results in children's safety being well promoted. Partnerships with parents are highly positive. Parents comment that the links between the school and the setting make them feel 'part of the school community'. Others remark that their children are very keen to attend, which has resulted in them coming for additional sessions. Policies are shared with parents when their child first starts at the setting. This means that they are aware of how the setting operates and know what to do if they have a complaint.

The manager has a fair idea of the setting's strengths and areas to improve, but a lack of clear and focused evaluation of the quality of the provision results in some issues not being sufficiently acknowledged and improved. The setting does not yet take full account of the views of parents to help inform plans for improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY461652
Local authority	Newcastle
Inspection number	919733
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	26
Number of children on roll	11
Name of provider	Beverley Young
Date of previous inspection	not applicable
Telephone number	07850174717

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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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