

Whitley Memorial Out of School Club

Gordon Terrace, BEDLINGTON, Northumberland, NE22 5DE

Inspection date	02/12/2013
Previous inspection date	01/11/2011

The quality and standards of the early years provision	This inspection:	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 requires improvement

- Staff plan a variety of adult-led and spontaneous activities, which generally promote most children's learning through play and enables them to make independent choices.
- The staff create a warm and welcoming environment where children settle well and enjoy themselves at the club.

It is not yet good because

- Teaching requires improvement because not all children have been assigned a key person to ensure that their learning is tailored to meet their needs and to monitor their learning and development to ensure that all activities are challenging.
- Plans for future development do not clearly demonstrate how targets are prioritised and planned to drive continuous improvement.
- Children do not have regular opportunities to use the outdoor play area on dark nights so that they learn how to experiment with different ways of moving and negotiating space in different environments.
- Staff's skills are variable as they sometimes miss opportunities to encourage children to practice their writing skills during activities.

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 children's activities and staff's interactions with them.
- The inspector looked at evidence of staffs suitability, records and a sample of documentation relating to children's care, health and safety.
- The inspector met with the nominated person and manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Lynne Pope

Full report

Information about the setting

Whitley Memorial Out Of School Club was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Whitley Memorial First School, in the Bedlington area of Northumberland and is one of four provisions managed by the charity, Trinity Youth Association. The out of school club serves the local area and is accessible to all children. It operates from a main playroom and there is an enclosed area available for outdoor play.

The out of school club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3.

The out of school club opens Monday to Friday, during term time, from 3pm until 6pm. During school holidays it is open from 7.45am until 6pm. Children attend for a variety of sessions. There are currently 30 children attending, of whom, four 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:

- ensure that each child is assigned a key person so that each child's learning is tailored to meet their needs and so that their learning and development is monitored consistently to ensure that all activities are challenging.

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

- improve self-evaluation so that it is rigorous and identifies how and when areas for improvement will be achieved
- consider how outdoor play can be incorporated on dark nights so that children have the opportunity to experiment with different ways of moving and negotiating space in different environments
- be consistent in encouraging children to practice their writing skills during activities so that they start to use some clearly identifiable letters to communicate meaning.

Inspection judgements

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

Children are clearly happy and confident when attending the setting and enjoy their time spent with their peers and older friends. They become involved in their play and overall, have access to a range of toys and equipment to support their learning and play. Staff use information gained from school and discussions with parents to plan a variety of activities for children to take part in each day. These incorporate children's current interests and build on what children are learning at school. However, not all children have been assigned a key person to be responsible for their individual learning and to ensure that each child's care is tailored to meet their individual needs. As a result, the youngest children's overall progress in their learning and development is not being monitored adequately and not enough steps are taken to ensure that all activities are challenging.

Generally, activities for children in the club are suitable. Staff join children in their play and promote their language development as they engage them in conversations. Children are eager to talk about the French chatterboxes they have made in school and demonstrate how they did this by making some more in the club. Staff support them in this activity by providing the resources and help younger children learn how to make one as they demonstrate this alongside them. Staff help children to learn how to recognise some letters as they name them and show them how to write them. For example, they show children the difference between writing a 'b' and 'd'. However, staffs skills in helping children learn how to write are variable, as they sometimes write down what children want, rather than encouraging them to have a go at forming letters for themselves. Staff support children in learning about humour and how to tell jokes and children take delight in doing 'knock, knock' jokes with adults to see their reactions. Children use their imagination as they play collaboratively together, for example, they take turns attaching body parts to a potato head, chat to each other about what they are doing and find it highly amusing when they look at the finished product. Staff provide various resources that stimulate children to learn how to express themselves creatively. For example, children paint recognisable pictures and some take it further by using different media, which they combine using newspapers and paint to create a model of a Christmas pudding and plate.

Parents and staff share informal feedback each day about children's care needs and discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents fully informed about their child.

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

Children clearly feel happy and at home in the out of school club. They confidently enter the setting, greeting each other and staff and quickly immersing themselves in activities. Staff encourage children and parents to visit the club before they start and parents are encouraged to stay with them during the first week. This means there is a smooth

transition into the club. However, staff have not ensured that all children have a key person assigned to them, which impacts on positive relationships being built with parents. There is a nice calm atmosphere throughout the session and children show they are very familiar with the routines and boundaries in the club. For example, they eagerly follow staff's directions when they remind them to wash their hands ready for snack and they quickly get to the table without staff asking them to. Staff make the most of opportunities for children to learn about what to do in an emergency situation. As the fire alarms are tested, they evacuate the children outside. Older children understand what to do and listen well to staff, following their directions and quickly move outside. This also shows new children what to do in such a situation, which helps promote their safety.

Staff ensure that the premises are prepared for children's arrival. They set resources out on to the tables, such as, painting and drawing activities and children are able to ask for further resources if needed. This means that children make their own decisions regarding their play and they are actively engaged during the session. Children have access to the outdoors, however, staff do not always allow this on dark nights, which means children do not learn how to experiment with different ways of moving their bodies in this different environment. Children benefit from the healthy snacks that staff prepare for them that reflect a balanced diet. They are given a choice when they arrive from school of scrambled egg and toast or toast with other toppings. Children sit as a group and enjoy the experience of eating the freshly prepared food as they chat together about their day. Staff provide drinks and a fruit bowl at the side of the room for children to help themselves from, which helps to develop their independence. Staff encourage children to be independent in managing their own personal needs. This results in children that are confident, who know when to ask to go to the toilet and wash their hands afterwards.

Staff communicate with the school and other settings that children attend, which ensures children's continuity of care and helps children settle and feel at home at the club. This means that staff know what activities children have taken part in and they pass relevant information between the school and parents. This means that there are some consistent approaches in place to support children's care and learning.

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

The manager and staff have an understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures support children's safety and welfare in the club. Sound recruitment procedures support children's welfare and ensure that qualified adults care for the children. There are procedures in place to make sure that staff remain suitable to work in the club, such as, supervision meetings and annual appraisals, where staffs' strengths are discussed and areas for development are identified. Professional development is appropriately supported through the manager and nominated person encouraging staff to attend set training courses. For example, they attend child protection, first aid, food safety and risk assessment training, which keeps them up-to-date with changes in practice, helping them to meet the welfare requirements.

Children are safeguarded and staff have an accurate knowledge and understanding of child protection procedures. They are aware of the steps to follow should they have any concerns about children. Visual risk assessments are conducted daily of the premises to ensure that any possible hazards are identified and minimised for children. Since the last inspection, the recommendations raised for improvement have been implemented to support children's safety and well-being. For example, the written risk assessment covers all the necessary areas. Staff in the club have completed a self-evaluation that highlights their strengths and areas for development. They seek parents and children's opinions through comment books and parents are asked to complete a questionnaire to show their views of the club. However, the self-evaluation does not cover how and when areas for improvement will be achieved or identify timescales for tackling areas that staff show they are aware they need to improve, such as, providing each child with a key person. As a result, the current self-evaluation process is not fully successful in driving forward improvements. In addition, because the youngest children have not been assigned a key person, the monitoring of their learning is not consistent enough to identify individuals or groups of children who need interventions or additional challenge.

Parents spoken to at the inspection were enthusiastic about the club and praised the staff about how well they manage the environment. They feel confident to raise any concerns with staff that they might have and feel that their children are always very busy with lots of activities that are different every day. They appreciate that they are able to access a social media site, which staff update each day detailing the activities that children have been involved in. Staff have procedures in place to address any concerns about a child's development that they become aware of. They discuss concerns with parents and other professionals, where they are involved.

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	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	EY233586
Local authority	Northumberland
Inspection number	877433
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Trinity Youth Association
Date of previous inspection	01/11/2011
Telephone number	07956 6404407

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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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