

Schools Out

121, Oaklands Avenue, DERBY, DE23 2QL

Inspection date

Previous inspection date

14/01/2014

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

- Staff have developed warm relationships with the children and their families, offering a friendly and caring environment. This supports the children to feel secure in the setting.
- Children are kept safe as there is a robust system for the ongoing assessment of risk and staff effectively minimise hazards throughout the day.
- Good partnerships with schools and other providers ensures that children's learning is effectively supported across settings and at home.

It is not yet good because

- Planned activities are mostly adult-led and are not always tailored to children's age and stage of development, which means that some children are not always supported to lead their own play or always engage in activity.
- The quality of teaching is variable, not all staff are sufficiently skilled to promote the ways in which children learn best, and as a consequence of this, not all children are making good progress.
- The learning environment does not fully support all children's needs. Play is often interrupted during the session, which means that not all children are developing good skills needed to concentrate and engage in learning.
- Information about children before they start is not effectively collected, which means that not all children are fully supported when they are new to the setting.

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 main playroom and accompanied the staff and children on a visit to the park.
- The inspector spoke with staff, children and parents throughout the inspection.
- The inspector held meetings with the manager and provider.
- The inspector looked at a sample of documentation including policies and procedures.

Inspector

Elaine Tomlinson

Full report

Information about the setting

Schools Out was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Littleover, Derby and is privately owned. The nursery and out of school club serves the local area and is accessible to all children. It operates from converted shop premises.

The nursery and out of school club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one holds an appropriate early years qualification at level 2. The nursery opens Tuesday, Wednesday and Thursday from 9.30am until 2.30pm during term time. The out of school club opens Monday to Friday 7.30am until 8.45am and 3.15pm until 6.30pm during term time. The out of school club is open from 7.30am until 6.30pm during school holidays. Children attend for a variety of sessions. There are currently a total of 35 children on roll, of these 11 children attending are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- improve the monitoring and evaluation of the educational programmes, to ensure that a mix of adult-led and child-initiated activities are tailored to the age and stage of development to fully support all children's learning
- increase all staff's knowledge and practice with regard to the ways in which children learn best by improving the quality of teaching in order to support all children to make good progress in their learning.

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

- utilise settling-in procedures more effectively to ensure that detailed information is shared about children before they start to fully support the transition into the setting
- enhance the learning environment to ensure it consistently enables good quality learning experiences, which keep the children motivated and engaged.

Inspection judgements

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

Staff provide children with a sufficient range of activities and experiences, which they mostly enjoy and which generally support their development across the areas of learning. Children are offered some choices as they play; however, the majority of activities in the pre-school are led by adults. This means that some children are not always supported to learn how to lead their own play, and subsequently, are not always engaging in learning. In addition to this, not all the activities are appropriate for the age and stage of development of some children within the pre-school. As a result, some children are easily distracted and not motivated to learn. Some staff have a reasonable understanding of how children learn best and demonstrate suitable teaching skills, which support the children as they learn. For example, some staff ask questions, which encourage the children to think critically. However, this is inconsistent because the quality of teaching is variable, which means that not all children are sufficiently supported to make good progress.

Children are supported to develop a suitable range of skills, which adequately prepare them for when they start school. Staff generally engage in conversation with the children and the acquisition of language and communication skills is reasonably supported. For example, staff repeat new words back to the children and listen attentively when children speak. This supports the children as they develop the confidence and skills to express themselves. Early literacy is promoted, for example, as they find their name on a board and put it in the registration box. A sufficient range of books are arranged on shelves in the quiet room and children sit on comfy chairs and beanbags as they share books with staff and friends. Children mostly can hold the book and turn the pages with ease and some children are beginning to understand that words have a meaning. Children have sufficient access to resources, which encourage them to express themselves. They make marks with pens on a board and sing and dance with instruments. Children are encouraged to count each other and play number matching games which help the development of early mathematical skills. Physical development is supported well and children make daily visits to the park where they climb jump and run with ease.

Staff make regular observations of the children as they play and use this information to track the children's development to identify the next steps in their learning. This information is used to inform the weekly planning and helps to ensure that most children make steady progress. The staff involve the older children in daily activity plans as they sit together to discuss each child's needs and wants at the beginning of each session. This helps to engage the older children in activity as they are tailored to their likes and dislikes. Staff provide parents with detailed termly summaries of development, which help to keep parents suitably informed about their child's progress. The parents are invited to contribute comments about their child's learning and are invited to attend parents' evenings to discuss any emerging needs with their child's key person. This helps to ensure that learning is adequately promoted at home and helps to ensure that most children's learning needs are met. Information about children's learning with other settings is also shared effectively and adopts a complementary approach to support the children's learning and development.

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

Staff are friendly and open and have generally developed warm relationships with most children and their parents. The majority of children demonstrate that they are happy and secure in the setting as they laugh and smile as they play. Staff are good role models and encourage the children to develop good manners and involve them in games where they have to share and take turns. This supports the children's well-being as they begin to understand the needs of others and develop a sense of mutual respect. Children mainly play well together and enjoy each other's company, for example, they laugh together as they spin the propellers on a helicopter. Minor behavioural issues are age appropriate and are dealt with quickly by staff who are consistent in enforcing strategies to encourage positive behaviour. This supports the children as they learn how to behave well. Children are generally praised for good behaviour and achievements by some staff, which means that most children develop good self-esteem and are well behaved. There is a suitable key person system in place, which supports some children with the transition into the setting from home. However, settling-in procedures are not always sufficiently promoted and detailed information about the children's likes and dislikes is not always gathered from parents before they start. This means that not all children's care needs are known to help them settle well into the setting.

Some children develop good self-care skills as staff encourage them to wash their hands both before and after meals. Older children access toileting facilities independently while younger children are mostly supported by staff to use the potty. This supports the children as they develop independence. Meal times are social occasions where some staff sit with the children and discuss, for example, which foods give you energy, as they learn about healthy foods. Children are provided with a well-balanced diet and are encouraged to sit at the table and use cutlery themselves. This promotes their independence and children are supported to keep healthy. Daily outings in the local community ensure that children have adequate exercise and fresh air. This also provides some good opportunities for children to learn about how to keep themselves safe. For example, they learn how to cross the road safely. Staff ensure that children are kept safe at these times by ensuring that the children are kept well informed about any potential risks, which are quickly removed by staff.

The learning environment is safe, secure, welcoming and adequately resourced. Resources are stored at appropriate heights and are well maintained and of a good quality. This means that children can access them with ease supporting them to become independent. However, constant interruptions, for example, children arriving at different times of the session, means that good quality learning experiences are not always enabled. In addition, some staff are not sufficiently skilled to make the best use of space and routines to keep some children motivated and engaged to ensure their learning is fully supported.

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

Children's welfare is promoted appropriately within the setting as the provider fully understands her responsibilities under the safeguarding requirements. Sound recruitment

procedures are in place to ensure the suitability of staff, which helps to keep the children safe. All staff have attended safeguarding training and have a good understanding of how to keep children safe from harm. Staff are clear about child protection procedures and whom they report to if they have any concerns about a child in their care. This means children are safe and protected while attending the setting. Risk assessments of the premises, outings and resources are implemented and adequate policies and procedures are in place, which mostly help to support the children's well-being.

The provider has a good enough understanding of the learning and development requirements and has a reasonable overview of the children's progress. However, the monitoring of educational programmes is not sufficiently embedded in practice to ensure that some weaker areas of practice are identified and addressed. As a consequence of this, children are not always provided with activities, which are appropriate for their age and stage of development.

Staff are provided with a suitable programme of continuous professional development. Arrangements for performance management are in place and staff access regular training to improve knowledge. The provider is keen to improve the setting and plans are in place to support continuous improvement. Most aspects of practice are suitably reflective and relevant evaluation takes place daily, taking into account the views of the children, parents and staff. This means that most strengths and weaknesses are adequately identified. The setting has developed appropriate partnerships with parents, external agencies and other settings. Parents are generally positive about the setting and feel that staff are very supportive. They comment that their children 'do not stop talking about the fun that they have had'. Appropriate, well-established partnerships with the local schools and the local authority helps to ensure that some children who attend other settings mostly have their needs 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	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	EY466991
Local authority	Derby, City of
Inspection number	931451
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	35
Name of provider	Schools Out Derby Ltd
Date of previous inspection	not applicable
Telephone number	07577334503

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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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