

Holystone Out of School Club

Holystone Primary School, Whitley Road, Holystone, NEWCASTLE UPON TYNE, NE27 0DA

Inspection date

23/01/2014

Previous inspection date

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 make excellent use of routines, such as meal times to further extend and enhance children's mathematical skills.
- Staff engage and support parents in guiding their child's development at home. This provides a full picture of children's learning and meets their individual needs very well.
- The manager ensures all children are well supported when they move from school into the out of school club. This provides continuity in their all-round development and fully complements their learning in school.
- The manager and her staff team have a very good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.

It is not yet outstanding because

- Occasionally, activities carried out at group time are too long and do not always provide enough challenge to fully sustain children's already very good listening and attention skills.
- There is room to improve resource organisation in the outdoor area so that children can clearly see what is available to choose from and make independent choices.

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 viewed areas of the school accessed by the out of school club, including the outdoor environment.
- The inspector observed teaching and learning activities in both rooms and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector met with the manager, viewed evidence of suitability and qualifications of staff working in the out of school club and discussed a range of other policies and procedures.

Inspector

Nicola Jones

Full report

Information about the setting

Holystone Out of School Club was re-registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately run and operates from the grounds of Holystone Primary School in North Tyneside. The out of school club serves children from the host school and other local schools. The club provides a breakfast club which operates from 7.30am to 9am, and after school club care from 3.15pm to 6pm during term time only. A wraparound club also operates from 11.30am to 3.15pm daily during term time. During holidays the club opens from 8am to 6pm.

There are currently 35 children in the early years age range on roll. There are currently six staff working directly with the children, of these, two are qualified to degree level and both hold Early Years Professional Status, all other staff are qualified to level 3. The out of school club 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:

- strengthen good teaching even further by ensuring all activities delivered at group time are sufficiently challenging and time limited, in order for children to enhance their already very good listening and attention skills
- improve access to resources in the outdoor area so that children can clearly see what is available to choose from and make independent choices.

Inspection judgements

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

Staff have very good knowledge of how young children learn and develop. They fully understand the importance of providing planned, purposeful play opportunities to ensure children are ready for school. As a result, children gain a broad range of skills and knowledge and make good progress in their learning and development overall. Educational programmes, both indoors and outdoors, have depth and breadth across the seven areas of learning. All areas of provision have been given very good consideration. Natural, open-ended resources, such as shells, are creatively incorporated into play areas and children enjoy picking them up and exploring them. Staff support children very well as they play. They engage them in sustained shared thinking and help children explore ideas and make links in their learning. For example, when children place shells to their ears, listening for sounds of the sea, staff take them to look at the snails in the room to compare the shells. Early years children benefit from interacting with older children when they come into the

club after school. They sit alongside them during meal times and during play, effectively developing their self-confidence and communication skills.

The quality of teaching is good and occasionally outstanding. Where practice is very strong, staff make excellent use of routines, such as meal times, to enhance children's mathematical skills. They ask questions, such as 'if you have three pieces of sausage and you eat one, how many would you have left?'. This effectively develops children's early calculation and problem-solving skills and prepares them very well for their future learning in school. Early number and counting skills are well extended through everyday play-based activities. For example, staff encourage children to count the number of bricks they are using and recognise numbers when playing a shopping game. Children engage well when they listen to stories read by staff. Very good use is made of visual aids, such as fabric shaped fruits and finger puppets, to enthuse and engage children. This actively promotes their listening and attention skills and encourages them to take an active part in story telling. However, opportunities are not always provided to develop children's very good listening and attention skills even further. This is because, occasionally, staff plan group time sessions that are too long and do not provide enough challenge to engage all children fully in the task. Good opportunities are provided to develop children's physical skills. Indoors, they use long handled tongs to pick up and serve their own food, use brushes to paint stripes on a zebra and use glue spreaders with accuracy when making creative pictures. Outdoors, they ride scooters, use scoops and spades to dig in the garden area and make marks with chalk on a large board.

Staff have high expectations of all children as they complete a range of good quality assessments. They demonstrate good knowledge of all children's individual strengths and weaknesses and this is tracked over time to demonstrate progress. Individual learning journey files are completed for all children, containing photographs, examples of children's work and detailed observations. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, 'learning at home' forms are available in the entrance hall for parents to complete. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

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

Staff provide a stimulating and vibrant environment for children following their morning in nursery, and for older children after their day in school. Children are happy to be collected from their classrooms by staff and are excited to receive a special wristband, indicating they are attending the out of school club. This raises their confidence, develops a sense of belonging to the group and supports children very well emotionally. Staff manage the move well into the club, ensuring children have their book bags and coats with them, before walking through school to their designated building. Good quality information is collected from school teachers. For example, out of school club staff ensure letters from school, concerning children's welfare, are pegged on the designated washing line in the entrance hall. This ensures continuity is provided to support children's emotional and physical well-being. The manager and her staff team ensure they collect a comprehensive

range of information about children from parents when they first begin attending the out of school club, to enable all children's needs to be fully addressed. Each child has a profile completed, including information, such as family set up, medical needs, interests and independence skills. Allergy information is given high priority. Staff ensure this is clearly displayed on the wall of the food preparation area and is adhered to by all staff when preparing food.

An effective key person system is in place. This ensures children receive high quality interactions from staff and ensures their individual needs are well met and they are supported, emotionally and physically. Children enjoy daily opportunities to play outdoors and enjoy the fresh air when accessing the club. They have free-flow access throughout the afternoon and enjoy a wide range of creatively set up resources, which supports their all-round development. For example, resources, such as telephones, are displayed on the fence panels to encourage children to talk. However, additional resources, to enhance the good provision even further, are not fully accessible to all children. This is because they are stored in a wooden shed where the door is closed and scooters are placed in front of the storage units. This means that children cannot clearly see what else is available to play with and make independent choices, to enhance and extend their learning. Overall, opportunities for children to develop their independence skills are generally good. They freely choose resources in the indoor environment from well-organised and labelled boxes, baskets and containers. Children self-serve their own meals and choose from a good range of healthy and balanced foods offered at lunch and snack time. Staff promote children's health very well. They talk to them about the importance of drinking fresh water throughout the day, eating a range of fresh fruits and describe the importance of hand washing.

Staff ensure children develop a good awareness of safety. They provide reminders throughout the day, such as, taking care when they climb the steps in the outdoor play house. As a result, children demonstrate safe practices as they play. For example, they use scissors confidently and ride scooters carefully without colliding into other children. Behaviour in the out of school club is good. This is because there are clear rules and boundaries in place and staff consistently apply agreed strategies. Children are involved in agreeing codes of behaviour. A list of club rules, devised at the beginning of the school year, is displayed on the wall and this acts as a visual reminder for all children. Strategies for behaviour management are shared with parents, to create a joint approach.

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

The manager and her staff team have created a high quality out of school club which is welcoming, stimulating and safe. All members of the team have a very good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well. For example, all staff have had disclosure checks carried out and are suitable to work with children. They fully understand their roles and responsibilities in safeguarding children and know who to contact should they ever have concerns about a child in their care. The manager takes the lead on safeguarding in the out of school club. She has completed relevant training and ensures all staff are kept up to

date with information and fully understand policies and procedures. Children are protected further as effective risk assessments are in place. This ensures all areas accessed by children are safe and doors are locked and secure at all times. The manager demonstrates a strong drive to improve all aspects of the provision. She completes ongoing self-evaluation and is beginning to develop her written plan to further document this work. This ensures that areas are identified for sustained improvement and this is evident in the club. Views of parents, staff and children are carefully considered when developing self-evaluation, which helps to target improvement and address any concerns identified. For example, wristbands were introduced as a result of comments made by parents to remind children they were attending the club.

The manager and her well-qualified staff team demonstrate an enthusiasm for their work with a commitment to improving achievement for children. As a result, morale is high and staff clearly enjoy working in the out of school club. Effective supervision is provided, based on consistent and sharply focussed evaluations of the impact of staff's practice. This enables the manager and staff to identify their strengths and areas for further development. Staff are well supported and benefit from an effective programme of professional development arising from individual staff needs. As a result, staff are constantly improving and understanding their practice. The manager ensures all staff benefit from training accessed by other members of staff. For example, when staff complete communication training, they disseminate the information to the team. This ensures there is a consistent approach to supporting children's language, enhancing provision and practice overall. The manager carries out monitoring of educational programmes to ensure they have sufficient depth, breadth and challenge, and reflect the needs, aptitudes and interests of children. She has started to monitor children's progress and this is working well. This means that interventions are sought, where needed, to ensure that gaps are narrowing for individual children identified as being in need of support.

Partnerships with parents are good. A wealth of good quality information is provided in the entrance hall of the out of school club. This provides them with information, such as the range and type of activities offered for children, the daily routines, how they can share learning at home and all policies and procedures. This makes a strong contribution to meeting children's individual needs. The manager works well with the adjoining school and is proactive in obtaining key information to further meet children's needs and complement their learning in school. She demonstrates good knowledge of partnership working and is fully aware of her responsibility to share information with external agencies and services, should they become involved with children in her care. This aims to ensure appropriate interventions are secured so that children receive the support they need.

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	EY463515
Local authority	North Tyneside
Inspection number	931056
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	35
Name of provider	Joanne-Louise Garner
Date of previous inspection	not applicable
Telephone number	07946514273

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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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