

Schools Out Childcare

Archibald Street, Gosforth, NEWCASTLE UPON TYNE, Tyne and Wear, NE3 1EB

Inspection date	08/01/2014
Previous inspection date	27/09/2012

The quality and standards of the early years provision	This inspection:	4
	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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Records about checks on all practitioners to make sure they are suitable to work with children are not in place. This affects children's safety and well-being.
- Working in partnership with the school to find out about children's learning has not been successfully developed. This means that practitioners do not build on what children already know to provide a continuous learning journey for children.
- Children do not always have daily opportunities to play outdoors or enjoy active games indoors to increase their physical development and promote good health.
- Planning is not robust enough to focus on the next steps in each child's individual learning to help them make progress.

It has the following strengths

- Practitioners join in with children's play and encourage their communication and mathematical skills during games and discussions.
- Children choose from a range of resources and toys that interest them and therefore, they are motivated in their play and enjoy their time at 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 playrooms.
- The inspector checked evidence of suitability of practitioners working with children and practitioners qualifications.
- The inspector talked to practitioners and children at appropriate times during the inspection.

Inspector

Julie Larner

Full report

Information about the setting

Schools Out Childcare opened in 1992 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from a building in the grounds of Archibald first school in Gosforth, Newcastle Upon Tyne. The setting opens five days a week during term time, from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. Children are cared for in the two rooms in the self-contained building and have access to the school yard. There are currently 89 children attending, 13 of whom are in the early years age range. There are currently six practitioners working directly with the children, five of whom have an appropriate childcare qualification. One of the practitioners has a level 5 qualification, three have level 3 and one has a level 2 qualification.

What the setting needs to do to improve further

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

- ensure that information is recorded about the identity checks and vetting processes of all practitioners, including the criminal records disclosure, reference number, date it was obtained and the details of who obtained it
- use observations successfully to identify individual children's next steps and effectively plan experiences and activities that support each child's development
- develop successful systems of sharing information about children's development with others who provide the Early Years Foundation Stage to provide a continuous learning journey where children can make progress in their learning
- ensure that children have consistent daily opportunities to participate in outdoor play to build on their physical skills and promote a healthy lifestyle.

Inspection judgements

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

Children participate in a wide range of activities that they enjoy and which promote their learning and development in various areas. However, these are not always successfully tailored to children's individual development needs. Although there has been some progress in practitioners sharing information with others who provide the Early Years Foundation Stage this is not yet robust enough. Practitioners gather general information when they collect children from school but this is not yet focused on each child's learning. This results in, practitioners planning activities across the prime and specific areas that

they think children will enjoy. However, consideration about how to build on children's learning in school to promote continuity in learning is not yet successful. Regular observations are completed each term by the child's key person. However, this is not used successfully to plan a range of activities that will help children's continuous progress in their learning.

Planned activities during the session and many resources to encourage free play mean that there is a successful mix of planned and spontaneous activities that children enjoy. Children confidently move around the areas and choose what they would like to be involved in, which results in them being self-assured decision makers. Practitioners talk to parents when they collect their children to share information about what children have been doing.

Children enjoy making dream catchers and practitioners support them well to encourage their creative and social skills. Children use string, feathers and coloured pens to make and decorate their dream catchers and talk to each other happily as they sit around the table. Practitioners provide good easily accessible resources, which support children's early literacy skills. Pencils and paper are easily accessible throughout the setting. Children draw elaborately and keenly talk about what they are doing, which supports their communication skills. Many children are highly confidently communicators. They ask questions and thoroughly enjoy being involved in conversations with adults. Practitioners use appropriate teaching strategies to encourage children's mathematical skills. They play card games with children, which encourages them to hunt for cards that are the same and count how many pairs they have collected.

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

Overall, children settle well because they have formed appropriate bonds with practitioners. However, children have a false sense of security because appropriate procedures are not in place to demonstrate that all practitioners have undergone appropriate checks to ensure they are suitable to work with children. Children have positive relationships with the practitioners who care for them, which supports their emotional well-being. They confidently approach adults for support, for example, by asking for help to retrieve games from high shelves in the cupboard. Children are happy, settled and relaxed. They eagerly come into the setting and are fully aware of the routines. For example, children choose whether they want to have a snack, choose their own play or be involved in planned activities. Practitioners deploy themselves effectively indoors to ensure that children are well supported in their chosen activities. A sound range of resources that interest children are readily available. This results in, them being motivated in their play and persisting in their chosen activities for long periods. Children behave well in the setting. They are considerate to others as they share and take turns and are supported by practitioners to think about the effects their actions have on others.

Risk assessments of the premises are completed, which ensures that children remain safe in the setting. Children practice regular fire drills, which ensure that they are aware of what to do in the event of an emergency. An established key person system means that

children have an adult to talk to about any concerns they have, which results in children being mainly safeguarded. In the summer months, when the evenings remain light outside, children enjoy free flow from indoors to outdoors during the session. This both promotes choice and contributes towards encouraging their physical development by being active. However, in the winter months robust active outdoor play is not supported well enough and staff do not make sufficient use of indoor space to provide appropriate physical play experiences for children.

Children benefit from a range of healthy snacks and meals that they enjoy, such as, chopped apples, crackers and cucumber. Children enjoy talking to others who attend as they sit around the table. Practitioners collect information from parents when their child first starts to attend the setting, which results in them being able to meet their welfare needs. Children's health is safeguarded effectively due to practitioners understanding of how to safely administer medication and the steps they would take if children have an accident.

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

Practitioners have a secure knowledge of child protection issues and the signs of abuse. They are aware of who to approach if they have a concern about a child's welfare and ensure appropriate action is taken. Clear policies are followed by the registered person, in the event of an allegation against a practitioner working in the setting. Managers generally follow appropriate procedures to recruit suitable practitioners. However, the required recorded information is not in place to show that all practitioners have had either an enhanced disclosure from the Criminal Records Bureau or a Disclosure and Barring Service check and are, therefore, safe and suitable to work with children. This is a breach of the welfare requirements and affects children's safety and well-being.

Practitioners complete mandatory training in first aid and safeguarding, which in turn benefits the care of the children. Regular supervisions and appraisals are conducted to inform practitioner's future personal development and confirm their ongoing suitability. However, performance management is not always sufficiently focused on improving the quality of teaching. As a result, some aspects of children's learning are less well planned for and do not always take account of children's individual interest. There have been some improvements since the previous inspection to develop practice from the recommendations and action that were set. They have started sharing some information with the school, although this mainly relates to children's welfare needs and is not yet fully successful in relation to promoting continuity of children's learning and progress. Weak reflection on practice has resulted in breaches of requirements to both the Early Years Register and the Childcare Register, which shows a poor ability to accurately identify areas for future improvement.

Friendly partnerships with parents are established. Practitioners take time to update parents on what their child has been doing when they are collected at the end of the session. Secure systems ensure that they pass on any relevant information to keep

parents informed about their child's welfare, such as, accidents or messages from school. Policies are shared with parents when their child first starts to attend, which results in them being aware of how the setting operates and knowing what to do if they have a complaint.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (voluntary part of the Childcare Register).

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	319297
Local authority	Newcastle
Inspection number	949767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	89
Name of provider	Margaret Rose Vent
Date of previous inspection	27/09/2012
Telephone number	07817 744889

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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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