

Red Roof Kids Club

Clegwell Community Association, Mountbatten Avenue, HEBBURN, Tyne and Wear, NE31 2QP

Inspection date

11/02/2014

Previous inspection date

09/05/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 clearly enjoy their time in the out-of-school club. Relationships between the staff and children are positive, friendly and relaxed. This helps children to feel confident and settled at the club and promotes their emotional well-being.
- Staff demonstrate a clear knowledge and understanding of safeguarding procedures. This is combined with appropriate procedures to keep children safe inside of the setting. Consequently, children are cared for in an environment that appropriately promotes their safety and well-being.
- Staff provide a good balance of adult-led and child-initiated activities in a suitably organised environment. Children are able to select their preferred choice of play after a long day at school. Staff provide a suitable range of activities that promotes development across all areas of learning.

It is not yet good because

- Individual supervision sessions are not carried out to ensure that staff receive further support, coaching and training, in order to further promote children's learning. This sometimes results in inconsistency in the quality of teaching.
- The current induction procedure is not sufficiently robust as it does not ensure that volunteers are fully aware of the policies and procedures.
- Children are not always given enough responsibility to promote their independence at snack time.

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 taking place in the social room.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager, the nominated person and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Julie Morrison

Full report

Information about the setting

Red Roof Kids Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a building in the grounds of Clegwell Community Association in the Hebburn area of South Tyneside and is managed by a management committee. The club serves the local area and is accessible to all children attending Hebburn Lake Primary School, St James's School, Toner Avenue Junior and Infant School and St Aloysius Infant and Junior School. It operates from the social room, hall and there is an enclosed area available for outdoor play. The out of school club employs three members of childcare staff. All of these hold appropriate early years qualifications at level 3. The out of school club opens 3.15pm to 6pm Monday to Friday during the term time only.

What the setting needs to do to improve further

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

- raise the quality of teaching by carrying out regular supervisions with staff, which ensure they are fully provided with sufficient support, coaching and training to promote children's learning
- expand the induction procedure to include volunteers, to ensure that they fully understand their role and responsibilities and have a secure understanding of relevant policies and procedures.

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

- promote further children's independence and self-care skills by giving them regular opportunities to help to prepare, self-serve and clear at snack time.

Inspection judgements

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

The manager and staff have a developing understanding of the Early Years Foundation Stage. Each child is allocated a key person who is responsible for carrying out observations of children and working with parents and other providers of the Early Years Foundation Stage to gain an understanding of children's individual interests and stage of development. However, as the club has only very recently had children attending who are in the early years age range, these systems are very much in their infancy. This means that sufficient time has not passed for these systems to be fully embedded into practice. Nevertheless, staff do meet regularly to share ideas for themed activities and experiences.

This ensures that a suitable programme of activities is planned, which provide sufficient challenge to help children make sound progress in preparation for their next stage in learning.

Children enter the club happily and state that they, 'enjoy coming to the club'. They quickly get involved in their chosen activity, for example, a group of boys go off to search for blankets to make a den while other children engage in role play and make swords in the construction area. Children's communication and language skills are suitably promoted as they engage in conversation with staff and their peers about their day at school. Some staff support children's problem solving skills well, for example, they encourage children to think about how they might make 'pink' paint, encouraging them to try mixing different colours and to think about what they might need. Children clearly enjoy this, talking with enthusiasm about the different colours they have made. Staff further support their language development as they introduce words, such as 'lighter and darker', into the activity.

Children develop their hand to eye coordination and dexterity as they cut, stick and colour using freely available resources. However, sometimes the quality of teaching is not consistent to further promote children's learning. For example, the planning of an activity to make boxes for Valentine's day does not fully support children's learning. This is because staff do not clearly communicate the purpose of the activity to children and the staff spend too much time deciding on the best way to make the boxes while the children sit and watch. Although, staff do sometimes encourage learning, for example, they ask the children to find the number five on a ruler and to draw a line to it, the activity is mainly based on instructions. This lack of effective prior planning for the activity and the quality of teaching does not fully support children's development or encourage them to be active learners who are creative and can think critically. Generally, staff work suitably with parents to appropriately meet the needs of the children. They ask parents if they have any concerns about their child's learning at school and keep parents up to date verbally about their child's time at the club.

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

Children have developed warm relationships with the staff and their peers and a key person system helps them to feel secure and confident in the setting. Staff gather relevant information at the start from parents and children about their likes and interests and spend one-to-one time with new children. This ensures that smooth transitions are appropriately supported. Children, generally, play well together and staff demonstrate a suitable understanding of the use of appropriate behaviour management techniques.

Indoors, children operate with some independence. The management and staff have worked hard to ensure that the space is safe, welcoming and suitably resourced. An appropriate range of resources are set out on children's arrival and recently introduced photographs display the resources, which are available in the cupboards. This helps children to make independent choices about their play. The club displays photographs of the children alongside a 'birthday wall'. This helps children to feel a sense of belonging at the club. Children learn about how to keep safe through planned activities, such as

practising fire drills and road safety alongside gentle reminders from staff during the sessions. For example, staff explain to children not to sit on the table in case it collapses and they get hurt.

Staff understand the importance of promoting children's good health. They provide an adequate range of snacks, which try to take into account children's likes while promoting a suitable range of healthy foods. Planned activities, such as a making a Chinese banquet and taking part in a 'bush tucker trial' encourage children to try different foods and learn about the wider world. However, opportunities for children to consistently help to prepare and serve their own snacks are not in place to further support their independence and self-care skills. Children show familiarity with the provision and the routines, for example, they independently wash their hands prior to snack time, this also promotes their good health. Due to drainage problems, children are not currently able to access the outdoor area in all weathers. However, staff do try to address this by providing children with regular opportunities to be physical, for example, they use the large hall to play basketball and football.

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

The manager and staff of the club have a sound awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage and most of the required procedures are in place. Staff demonstrate a clear knowledge of the indicators of abuse, and who to contact if they have any safeguarding concerns. This is supported by a detailed written policy. This helps to safeguard children. Effective recruitment and vetting procedures are followed and Disclosure and Barring Service checks are undertaken for all staff prior to starting work at the club. Although, a clear induction procedure is carried out with all new staff, this has not been effectively implemented for volunteers. This means that they are not fully aware of the club's policies and procedures. The impact of this is, however, reduced as they are supervised by a member of staff at all times. The premises are secure and a record of visitors to the club is maintained. In addition, written risk assessments and a daily risk assessment checklist is completed.

Staff have a developing understanding of the learning and development requirements and are suitably qualified for their roles. Yearly appraisals and staff meetings are held to support the provision and identify training needs. However, leaders have not fully focused on the impact of teaching on children's learning and as such have not yet introduced effective procedures to supervise and coach staff. This means that some weaknesses in teaching and planning have not been identified clearly enough. Since the last inspection when the setting received a number of actions to improve, the management and staff team have worked hard. They have linked closely with their local authority early years advisor and have developed a suitably detailed action plan to secure future improvements. They have also completed the Ofsted self-evaluation form using feedback from parents, staff and children to identify their strengths and areas for improvement. As a result, although, some procedures have not been fully embedded due to the lack of children attending in the early years age range, the majority of the previous actions have been adequately met. This includes ensuring that the space is safe and fit for purpose. In

addition, the management is trying to secure funding to address the flooding issue, so that the outdoor area can be used more regularly. This effectively safeguards children and demonstrates a commitment to continuous improvement.

The club generally works well with parents and staff from local schools. Parents receive copies of the setting's key policies and procedures at the start and informal discussions provide an overview of the activities that their children participate in during their time at the club. Parents express their appreciation of the out of school club and are happy with the care and activities provided by the staff. The club has forged links with local schools and regularly share information about children's care needs. In addition, they are working to further develop the sharing of information about children's progress, in order to ensure a shared approach to children's learning.

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 | EY452866 |
| Local authority | South Tyneside |
| Inspection number | 922588 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 1 |
| Name of provider | Red Roofs Kids Club Committee |
| Date of previous inspection | 09/05/2013 |
| Telephone number | 0191 4897575 |

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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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