

Boomerang

Holy Trinity Church Upsall Grove, Fairfield, Stockton-on-Tees, CLEVELAND, TS19 7QH

Inspection date	27/02/2014
Previous inspection date	27/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend	2	2
The contribution of the early years provision to the well-being of children	3	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

- Children are motivated to learn because the quality of teaching is good. They enjoy a wide range of stimulating activities, matched to their individual interests and needs.
- The staff communicate with parents effectively. Good ongoing communication means the staff and parents work together well and the needs of the children are met.
- The manager has a good range of policies and procedures which are reflected in practice. As a result the safety and well-being of children is effectively promoted. The staff ensure that risks are minimised so that children are able to learn and play in a safe environment.
- Strong key person bonds are developed and children are supported emotionally and demonstrate a great sense of belonging. This contributes significantly to their well-being.

It is not yet outstanding because

- On occasion children do not have sufficient confidence to part from comforters from home. As a result, their opportunity to fully engage with others is impeded.

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 made observations of the children while they were engaged in activities both inside and out. She looked at all areas used for childcare.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children during the inspection.
- The inspector spoke to parents during the inspection.

Inspector

Pamela Nield

Full report

Information about the setting

Boomerang Out of School Club is a committee-run organisation. It was registered in 2004 and operates from within Holy Trinity Church Hall, in the Fairfield area of Stockton-on-Tees. The club also occasionally uses the adjoining Holy Trinity Rosehill Primary School hall. There is access to an enclosed outdoor play area. Most children attending live in and around the local area and attend nearby schools.

The club is registered on the Early Years Register and both parts of the Childcare Register. There are currently 101 children on roll, of whom 10 are in the early years age range. Care is also provided for children aged five to 11 years. There are currently 91 children on roll within this age group. The Out of School Club supports children with special educational needs and/or disabilities. The club opens each weekday from 7.30am until 9am and 3pm until 6pm during school term time. During school holidays the club is open from 7.30am until 6pm. The club employs six members of staff, of whom four hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance key person relationships with younger children in order to support them to develop the confidence to leave comforters while they play and interact with others.

Inspection judgements

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

Staff have 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. 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. Staff support children well as they play creatively. They engage them in sustained shared thinking and help children explore ideas and make links in their learning. For example, staff use effective questioning in order to encourage children, who are making collage pictures, to think about the shape of roofs. As a result, children are supported to make links between what they see in the environment and the creative process. Early years children benefit from interacting with older children when they come into the setting. This effectively enables them to widen their friendships and develop their self-confidence and communication skills.

The quality of teaching is good and occasionally outstanding. Staff make good use of routines, such as snack-time, to enhance children's mathematical skills. They ask questions, such as 'How many cups do you need?' This effectively develops children's understanding of using mathematics in everyday situations and prepares them well for their future learning. Early number and counting skills are well extended through everyday play-based activities. For example, children count the number steps they take when crossing the obstacle course. They are also using and recognising numbers when playing in the 'Boomerang Shop'. Children engage well when they listen to stories read by staff. Staff enhance story telling by asking children to predict what is going to happen next, and repeat familiar phrases in a story. Good opportunities are provided to develop children's physical skills. Indoors, they serve their own snacks, using a knife to spread cheese onto a cracker. They use glue spreaders with accuracy when making creative pictures. Outdoors, children climb, run, jump, swing and balance. They follow their urges to be physically active while exploring and extending their developing skills.

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 in the early years age range. These contain photographs, examples of children's work and detailed observations. Parents have access to this information, which keeps them informed of their child's progress. They are actively encouraged to share information about their child's learning at home. For example, parents are encouraged to note what their children are interested in by adding information to their child's planning sheet. 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 environment for children following their time in nursery or school. Children are happy to be collected from their classrooms by staff. Staff manage the move into the club well, ensuring children have their book bags and coats with them, before walking to their childcare setting. Information sharing processes are excellent. For example, staff ensure letters from school, concerning children's welfare, are given to parents by putting them into the children's box, along with their other belongings. Verbal messages are recorded in the children's daily diary for parents and for school/nursery staff. This ensures continuity is provided to support children's emotional and physical well-being. Staff ensure they collect a comprehensive range of information about children from parents when they first begin attending the setting. This enables 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 information is shared and is adhered to by all staff when preparing food.

An effective key person system is in place. This ensures children's individual needs are well met and they are supported, emotionally and physically. However, occasionally, younger children do not display sufficient confidence as they rely heavily on their comforter from home. As a result, their opportunities to fully engage the activities and

opportunities in the setting are impeded. Children enjoy daily opportunities to play outdoors and enjoy the fresh air when accessing the setting. They have free-flow access throughout the session and enjoy a wide range of resources, which supports their all-round development. For example, dressing up clothes are available for children to develop their imagination and story-telling abilities through role play. The setting is a pack away environment. As a result, the staff choose the resources to be made available through their very good planning processes. Children are enabled to choose enhancements to the resources available through the imaginative use of photographs introduced by the staff. When playing outdoors children can choose additional resources which are accessible. Consequently, they make independent choices, to enhance and extend their learning. This ensures children's growing independence skills are well supported. Children serve their own meals and choose from a good range of healthy, balanced foods offered at breakfast and snack time. Staff promote children's health very well. They talk to them about the importance of drinking water throughout the day, eating a range of fruits and describe the importance of hand washing.

Staff ensure children develop a good awareness of safety. They encourage the older children to become involved in the risk assessment process. Staff provide reminders to children, such as, being careful not to bump into younger children. Children also inform staff before they go into the corridor to use the bathroom. As a result, children demonstrate safe practices in the setting. For example, they dribble a football confidently and carefully without colliding into other children. Behaviour in the out of school club is excellent. This is because there are clear rules and boundaries in place and staff consistently apply agreed strategies. 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 setting which is welcoming, stimulating and safe. All staff have a very good understanding of the safeguarding and welfare requirements and take 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 need to. The manager takes the lead on safeguarding in the setting. She has completed relevant training and also ensures all staff attend appropriate safeguarding training too. This ensures they are up-to-date with legislation 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 has a written plan in place which documents her progress. 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 evaluating. This helps to target improvement and address any concerns identified. For example, staff replaced a meal at tea-time for a range of healthy snacks for the children. This is in response to parent's requests as they wanted children to share a family meal at home.

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. The manager has implemented thorough induction procedures. As a result, the training and development needs of new staff are quickly identified. Steps are taken to ensure new staff receive appropriate support to enable them to meet the existing high expectations. Consequently, staff are constantly improving and evaluating their practice. The manager ensures all staff benefit from training accessed by other members of staff. For example, learning gained from attendance at training is disseminated at staff meetings. This ensures there is a consistent approach to supporting children's care and learning, enhancing provision and practice overall. The manager monitors educational programmes to ensure they have sufficient depth, breadth and challenge and reflect the needs, aptitudes and interests of children. She monitors children's progress and this is working well. This means that interventions are sought, where needed. As a result 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 on the setting's notice board. This provides them with a good range of information. For example, the range of activities, the daily routines, how they can share learning at home and policies and procedures. This makes a strong contribution to meeting children's individual needs. The manager works well with local nurseries and schools. She 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. This ensures 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	EY282456
Local authority	Stockton on Tees
Inspection number	877712
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	101
Name of provider	Holy Trinity/ Rosehill Out of School Club Committee
Date of previous inspection	27/04/2009
Telephone number	01642 570102 or 07847543119

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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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