

St Mary's Out of School Club

Farringdon Road, CULLERCOATS, Tyne & Wear, NE30 3EY

Inspection date

05/03/2014

Previous inspection date

20/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 have a good knowledge of how children learn as they plan to meet their individual needs and support their next steps in their learning. As a result, children make good progress in all areas of their learning and development.
- The environment is well resourced and organised. Consequently, children are happy, engaged and motivated to learn.
- Staff are good role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children's behaviour is good and they play well together.
- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet outstanding because

- Occasionally, staff do not use skilful questioning to enable the children to further develop their critical thinking skills.
- There is room to strengthen partnerships with local schools so that there is increased sharing of information about children's learning and so a more consistent and complementary approach can be established.

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 all areas of the after school club accessed by the children.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the after school club room.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Enright

Full report

Information about the setting

St Mary's Out of School Club has been registered since 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within St Mary's Primary School in Cullercoats and operates from a purpose built room. It is run by a management committee. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area and school field.

The setting employs two members of childcare staff. They all hold appropriate early years qualifications at level 2 or above.

The setting opens Monday to Friday, from 3:30pm until 5:45pm, during school term time. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by making the most of every opportunity to skilfully question children throughout their activities
- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

Inspection judgements

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

Staff demonstrate a clear understanding of how to promote children's learning and development. They show this by providing a good variety of interesting and stimulating learning opportunities to meet the children's individual needs and interests. Staff use the indoor and outdoor environments effectively, as a result, children are engaged, eager and motivated to learn. The quality of teaching is good, consequently, children make good progress overall in their learning and development from their starting points. Children are continually asked what they would like to do during the session to make sure their learning and development is promoted through activities that they enjoy. Staff and children work together to create scrapbooks which contain photographs and examples of their achievements. As a result, children feel valued and respected. Individual learning journey records are completed for the children which contain observations linked to the Early Years Foundation Stage. These are used to identify the children's next steps in their

learning and to inform future planning. Verbal discussions between staff and parents at the end of the session means they are kept well informed about their child's progress and development.

Communication and language is supported effectively in the setting as staff engage in constant discussion with the children during their play activities. However, occasionally there are missed opportunities for staff to skilfully question the children throughout their activities to further develop their critical thinking skills. Children are confident and comfortable to communicate with their peers, for example, children take turns to share news with each other during a group activity at the beginning of the session. Staff encourage children to recognise and meet their own needs by providing times to be restful and active. Children sit happily together during mealtimes and listen to each other as they talk about their day. As a result, children are supported to acquire the skills needed for the next stage in their learning.

Resources are appropriately labelled and easily accessible which supports children to be independent within their play and learning. Children concentrate well during activities and show perseverance until they complete the task, for example, they use a selection of resources to make bird feeders. There are good opportunities for the children to develop their physical skills. Children have access to a variety of resources in the outdoor environment including large climbing and balancing equipment. Children enjoy taking part in group games and sports, as a result, they are able to explore, test and take appropriate risks. Mathematics is promoted well as children play with games which support their knowledge of shape and number. Staff provide activities to promote diversity and enable the children to develop an understanding of the wider world, for example, they have recently explored Chinese New Year.

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

The setting provides a warm, welcoming and stimulating environment for the children which supports their all-round development and emotional well-being. Children form strong and positive relationships with each other and staff, as a result, they are happy and settled. Staff are aware of the individual needs of the children and recognise when they require additional support and reassurance. Transitions into the setting are well supported as staff work closely with parents to share relevant information about their child. Parents spoken to at the time of inspection comment that their children love attending and usually do not want to leave at the end of the session as they are having so much fun.

Children learn about health and hygiene as they are reminded to wash their hands before mealtimes and after playing outside. Staff encourage children to be independent through day to day activities by accessing their own resources, putting on their own coats and pouring their own drinks. A variety of balanced and nutritious meals are offered to the children to develop their understanding of a healthy diet and lifestyle. Children are provided with daily outdoor and physical development activities to ensure they can be active and develop their coordination skills.

Staff are good role models as they reinforce appropriate behaviour and provide clear

guidance to the children. As a result, children's behaviour is good and they play well alongside each other. Children understand the expectations of the setting as they work together with staff to develop their own rules and boundaries. Staff promote the children's self-esteem and self-confidence by using regular praise and encouragement. Children are encouraged to take responsibility within the setting, for example, Eco Monitors are in place and complete roles including switching all lights off when not needed and making sure recycling is taking place. Children have their own understanding of how to keep themselves safe as staff use constant reassurance and reinforcement about safety throughout their activities. Children demonstrate good manners and are polite and considerate as they share and take turns with each other.

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

The manager and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is supported by a detailed range of policies and procedures to ensure the children are provided with a safe and secure environment. All staff have attended relevant safeguarding training and understand their responsibilities to protect children. This is enhanced further by written risk assessments for the indoor and outdoor environments. Recruitment and vetting procedures are in place to ensure that staff are suitable for the role and the setting.

Regular supervisions and appraisals with staff ensure they can discuss their strengths, areas for future improvement and training needs. As a result, staff feel supported in their professional development and children benefit from knowledgeable and experienced staff. There is good use of self-evaluation as staff identify what they do well and what changes can be made to improve their future practice. Feedback is gained from parents through ongoing discussions, questionnaires and comment sheets. Children are also consulted in this process by completing questionnaires about their likes and dislikes. Consequently, parents and children feel they can contribute to the development of the setting and their views are valued.

Staff have effective partnerships with parents as they communicate and work together to meet the children's individual needs and to support their learning and development. Parents are happy to express how they are satisfied with the service they receive from the setting and that their children are very happy. The setting works closely with the local authority as they regularly visit to offer support and guidance. Staff have started to work in partnership with the primary school teachers to share relevant information to support the children in their learning and promote effective transitions. However, there is room to strengthen these partnerships so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

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	EY244754
Local authority	North Tyneside
Inspection number	860220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	45
Name of provider	St Marys Out of School Club Committee
Date of previous inspection	20/10/2008
Telephone number	0191 2008812

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

