

# Broomhaugh Squirrels Out of School Club

Broomhaugh C of E Aided First School, Church Lane, RIDING MILL, Northumberland, NE44 6DR

<b>Inspection date</b>	19/03/2014
Previous inspection date	31/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Partnerships with the host school are well established. As a result, children make good progress as activities and opportunities offered at the club complement their learning in school.
- Warm, caring relationships are evident between staff members and children, which results in children that feel happy, settled and secure. They enjoy the full range of activities presented to them during their time at the club.
- The staff team have worked hard since the last inspection, positively addressing the actions and recommendations raised. They are committed and enthusiastic about developing the service further.
- Members of staff use a calm, positive approach to managing children's behaviour, which takes into account children's understanding and maturity. Consequently, children's behaviour is good and they display consideration towards others.

### It is not yet outstanding because

- Opportunities for children to increase their self-care skills, for example, by helping to prepare their own snacks, are not consistently provided.
- There is scope to improve the organisation of the club so that children have space to relax and be quiet, should they choose to do so after a busy school day.

## **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 school hall.
- The inspector held meetings with the manager of the provision and observed activities with her.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of written comments made by parents.

## **Inspector**

Anthea Errington

## Full report

### Information about the setting

Broomhaugh Squirrels out of school club is a privately owned limited company managed by a committee and has been registered since 2006. The club operates from the school hall within Broomhaugh Church of England Aided First School, Riding Mill, Northumberland and children have access to the outdoor play area and associated facilities within the school. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club serves children attending the school in which it is located, in addition to children from schools in the surrounding areas. The club opens term times, five days a week from 8am until 9am and then from 3.15pm until 5.45pm. Children attend for a variety of sessions. There are currently 70 children on roll of which seven are in the early years age range. There are currently four staff working directly with the children, of whom all have an appropriate early years qualification at level 3 and above. The nursery 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:

- extend opportunities for children to develop their self-care skills and independence by encouraging them to be involved in the preparation of snacks and meals
- enhance the organisation of the club to provide a cosy area which is attractive for children to promote a calm atmosphere where they can be quiet and rest.

## Inspection judgements

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

Staff members demonstrate a good knowledge of the Statutory framework for the Early Years Foundation Stage and use this well to support children's learning and development. Each child in the early years age range has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies next steps in learning and staff complete written summaries of learning on a regular basis. This ensures staff have good knowledge of children's individual strengths and weaknesses and know where to provide additional support if required. Good partnerships are in place with the host school children attend and information is shared to ensure learning in the club complements children's learning at school.

Children have access to the spacious school hall, outdoor play area and associated facilities within the school. All children are enthusiastic and happy to attend the club following their day in school, and enjoy interacting with staff and other children within the

club. The quality of teaching is consistently good. For example, staff support children well as they play and join in sensitively, fitting in with children's ideas. Children confidently initiate their own games and choose to use various shapes and sizes of construction bricks to build vehicles. Staff skilfully engage with children, listening and responding well to their thoughts and ideas, in addition to using purposeful questions to encourage children to think for themselves. This helps children to take on roles in their play and represent their own ideas. For example, children state they must have a judge to observe the car race and suggest staff record the activities using a computer. This all supports children well in developing their communication skills as they engage in meaningful conversations.

Children have good opportunities to develop physically as they regularly access the outdoor environment in addition to engaging in physical play indoors. They perfect and develop their hand to eye coordination and dexterity as they carefully use small construction bricks to create their models and carefully fold sheets of paper to make paper aeroplanes. They practice their writing skills as they make patterns and write their names onto the planes choosing from the variety of coloured pens and pencils. Children develop their understanding of early maths as they discuss how high and fast the planes fly and identify which one has gone the furthest. Children demonstrate an enthusiastic approach to learning, which supports them well in developing the key skills they need for the next steps in their learning as they move through school. They clearly love imaginative play and enthusiastically join in the 'super hero' make believe games. They run around with excitement skilfully narrating their play and communicating to other children which provides them with good opportunities to express their imagination and be physically active. However, at the end of the busy school day some children become tired and there is scope to improve the organisation of the club so that children have space to relax and be quiet, should they choose to do so.

Staff members talk to parents as they collect their children informing them of activities their children have enjoyed in addition to passing on any relevant information from school. This means that parents are well informed about their child's progress. Written information is shared on a notice board in the school hall and at the entrance to the school. The recent introduction of a photograph book provides them with evidence they can share with their children of activities enjoyed at the club. Parents are supportive of the club and provide written comments stating they love the activities their children are involved in and that their children are happy attending the club as it is such fun.

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

The staff team provide a warm and welcoming environment for children, following their day in school and an effective key person system is in place. This ensures children form good attachments and enjoy relationships that are close and supportive and where their needs are well met. Children attend the group happily and staff are both calm and caring towards the children and clearly know their individual personalities. For example, they know children enjoy participating in role play and ensure activities and resources are available to sustain children's interest. Effective settling-in procedures are in place to ensure children's smooth transition from home and school. For example, parents are invited to visit with their children before they attend the club to ensure children feel

confident to attend. This all helps to support and develop their personal social and emotional development. Children's behaviour is good and staff are skilled in the use of positive praise and encouragement which helps to promote children's sense of value and boosts their self-esteem. These skills stand children in good stead for later life and learning.

Children operate with increasing independence. They know they should wash their hands before snack time and staff members ensure that the space is safe, welcoming and suitably resourced to support them in making safe choices. An appropriate range of resources are set out on children's arrival and they are able to self-select further resources which are stored in crates, clearly labelled with pictures as well as words, in the large walk in cupboard. However, opportunities are missed to develop children's independence skills even further during snack time. This is because children do not always pour their own drinks and help to prepare and serve their own food.

Children are becoming aware and responsible for their own safety. They happily tidy away activities to ensure safe floor space and practice emergency evacuation procedures on a regular basis. Timely gentle reminders from staff, such as reminding them to be mindful of others as they engage in boisterous play, supports them in their understanding of keeping themselves and others safe around them. Children engage enthusiastically in physical play which demonstrates their understanding of keeping themselves healthy and enjoy varied and nutritious snacks in addition to regular drinks.

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

A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe and staff demonstrate a clear knowledge of the safeguarding and welfare requirements, which ensure children are effectively protected. For example, staff members demonstrate a clear knowledge of current safeguarding procedures to follow, should they have concerns about children's safety. In addition, they ensure that children are supervised at all times and the thorough risk assessments in place help to protect children's safety. Staff are vetted through the Disclosure and Barring Service, further ensuring children are safe. Effective induction, mentoring arrangements and ongoing staff development is encouraged through well-considered and purposeful staff supervision and support is given to undertake further training. This gives the staff and manager a good opportunity to discuss any concerns about performance and any training and development needs.

The manager has a good understanding of her role in monitoring the delivery of the varied range of experiences provided to help children make progress in all areas of learning. Staff members regularly share their practice with reception teaching staff in the host school and use this knowledge to ensure the educational programmes are sufficient. Staff observe and note children's achievements in a development record, which enables them to plan a suitable range of challenging activities based on children's interests. This ensures children's needs are quickly identified and well met through effective partnerships between the out of school club and school. All staff are actively involved in analysing what the club

does well and use staff meetings to discuss and plan what steps they can take to improve. For example, they have recently introduced a parent's comments book to encourage parents' contributions towards improving the service, in addition to providing a colourful photograph book of activities children enjoy at the club. Staff now all wear name badges which helps parents and visitors to the group to identify them. All previous recommendations and actions have been successfully addressed. This all provides evidence of a commitment to continually improve the provision to improve the service for children.

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. Daily exchanges of information ensure that parents are regularly updated about their child's welfare and staff share observations that they have made about children's progress. The club works successfully with the school in which they are based. Staff members successfully exchange information about the children's interests and gain information about the learning that takes place while children are in school. This ensures that the club can support children's continuous 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

<b>Unique reference number</b>	EY321348
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	870800
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Broomhaugh Squirrels Ltd
<b>Date of previous inspection</b>	31/03/2009
<b>Telephone number</b>	01434 682374

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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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