

Kidds Are Us

Wallsend St. Peters C of E Primary School, North Terrace, WALLSEND, Tyne and Wear, NE28 6PY

Inspection date

27/03/2014

Previous inspection date

02/11/2011

The quality and standards of the early years provision

This inspection:

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

- Children's well-being is successfully supported. They have built up very strong relationships with staff members, therefore, they are happy and feel safe and secure in the friendly and welcoming setting.
- 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 kindness and concern for the other children attending.
- 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 and demonstrate a good understanding of the safeguarding and welfare requirements and take all necessary steps to keep children safe and well.
- Children are well supported when they move from school into the out of school club. This provides continuity in their all-round development and fully complements their learning in school.

It is not yet outstanding because

- There is room to improve opportunities for children to develop their early writing skills in the outdoor area.

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 outdoor environment.
- The inspector observed teaching and learning activities in both rooms and spoke to staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took account of parents views spoken to on the day in addition to written comments made by them.

Inspector

Anthea Errington

Full report

Information about the setting

Kidds Are Us out of school club is privately owned and managed by an individual and re-registered in 2011 due to a change in premises. The club operates from the parents' room classroom within St. Peters Church of England Primary School in Wallsend and children have access to the outdoor play area, school hall, computer suite and year six classroom 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 7.30am until 9am and then from 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 48 children on roll of which five are in the early years age range. There are currently three staff working with the children, of which two hold an appropriate early years qualification at level 3. The club 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:

- enhance the opportunities to extend children's early writing skills in the outdoor environment, for example, by providing a wider range of resources to encourage exploration and experimentation with early mark making, such as paint brushes, water and chalks.

Inspection judgements

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

Staff demonstrate a good knowledge of how young children learn and develop. They fully understand the importance of providing planned, purposeful play to ensure the opportunities children gain in the club, complements their learning at school. 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, identifies next steps in learning and staff complete written summaries of this 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 effectively. As a result, children gain a broad range of skills and knowledge and make good progress in their learning and development overall.

The quality of teaching is good because staff are continually involved in children's play

throughout the sessions. They skilfully engage with them asking purposeful questions, such as asking children to identify colours and encouraging number and counting skills. For example, as children count up to the number 17 staff ask them how to write the number. Children reply confidently, explaining how this is written by putting the one and the seven together. Staff readily praise the children, which in turn raises children's confidence in feeling good about themselves and promotes their self-esteem. In addition, it also demonstrates the very good progress children are making in their early maths and counting skills. Children clearly love imaginative play and staff use their interests to further support their communication and language skills as they discuss together the various 'super hero' characters. Together, they recall the activities of the school day and discuss how today they had indoor play because of the thunder and lightning storm. This also provides children with very good opportunities to develop their recall skills and to gain an understanding of the natural world. In addition, it provides children with continuing good support in developing their communication and language skills as they engage in meaningful conversations. Staff encourage children to initiate their own play and, as children creatively build their own train and car tracks, they explore for themselves which vehicles will fit in and onto the garage and tracks. This demonstrates children's willingness to have a go for themselves and be active learners. Some opportunities are available for children to practise their early writing skills and various age-appropriate activities are available. For example, a range of pens, pencils and felt tip pens are available for children's use indoors, however, the club does not consistently provide such a good range of writing experiences in the outdoor environment. As a result, opportunities for children to develop their early writing skills are not consistently supported. 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 as they practise hitting balls using bats and have very good opportunities to develop their balancing skills as they enjoy negotiating themselves around the challenging obstacle course. 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 up through school.

Good ongoing positive relationships with parents are maintained. Parents state, 'it is a great club' and highlight that the staff are friendly and approachable and organise excellent activities for their children. They are kept informed through daily conversations, for example, 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. In addition, written information is shared on a notice board in the club. This means that parents are well informed about their child's progress.

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

Staff members are caring and kind and provide a warm and welcoming environment for children, following their day in school. An effective key person system is in place. This ensures children form good attachments and enjoy relationships that are close and supportive and which ensure their needs are well-met. For example, staff recognise that

younger children enjoy imaginative play and facilitate and join in skilfully with their play. Effective settling-in procedures are in place to ensure children's smooth transition from home and school and young children are happy to attend the club and enjoy socialising with the older children. They sit alongside their peers during snack time and confidently join them when they play with the toys and equipment. This raises their confidence, develops a sense of belonging to the group and supports children very well emotionally. For example, children readily take turns and show consideration for others. Sharing toys and materials is commonplace and children show by their attitudes, and in their cooperation, that they are fast learning how to get on with others as part of a community. Children's behaviour is very good and the positive use of praise and encouragement promotes children's sense of value and boosts their self-esteem. These skills stand children in good stead for later life and learning.

Children develop an understanding of healthy lifestyles and diets. They are provided with extremely healthy and nutritious snacks and have access to drinking water. They understand they should wash their hands prior to snack times which supports and demonstrates their understanding of keeping themselves healthy. In addition, they are provided with daily opportunities to exercise and gain fresh air as they enthusiastically access the outdoors. Here they have many opportunities to practise and develop their physical skills, for example, they perfect their skills in balancing on the climbing apparatus and in catching and throwing balls. Children are becoming aware of and responsible for their own safety. They happily tidy away activities to ensure safe floor space and practise emergency evacuation procedures on a regular basis. Timely, gentle reminders from staff, such as discussing with children safe places to push the toy cars across the room, support them further in being aware of their own safety and that of others. Ongoing risk assessments and daily checks ensure accidents are minimised to further promote children's safety.

Overall, opportunities for children to develop their independence skills are generally good. They freely choose resources from well-organised and labelled boxes and containers. There is a wide range of good resources for children to choose from and, as a result, children are enthusiastically engaged throughout the session. They confidently make choices and know where to select clean and age-appropriate resources from.

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

Staff members have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. These are well met throughout the provision and ensure children are effectively protected. For example, the premises are kept secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are well met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Secure gates and doors prevent children from accessing restricted

areas. A CCTV security system is in place throughout the school so that all of the premises can be closely monitored. The robust recruitment procedures help to ensure that staff are suitable and confident in their role of working with young children. Staff are vetted through the Disclosure and Barring Service, further helping to keep children safe. The manager monitors staff performance on a daily basis while she works alongside them, which results in any concerns about their performance being picked up quickly and addressed. Ongoing staff development is encouraged and support is given to undertake further training. This has a positive impact on staff's knowledge. For example, staff have recently completed safeguarding children training and demonstrate a clear understanding of the procedure to follow should they have any concerns about children's safety.

The manager and her suitably qualified staff demonstrate an enthusiasm for their work with a commitment to improving achievement for children. As a result, staff clearly enjoy working in the out of school club. Recommendations from the previous inspection have all been fully met and careful consideration is given when gathering views of parents, staff and children to support staff members in completing an ongoing self-evaluation of the club. 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. In addition, they work closely with the local authority in producing a focused improvement plan which supports them even further. For example, the use of further classrooms provides children with more space to move around safely and engage in further activities. Staff work well together and readily share their ideas and opinions to support children's learning further. This has a positive impact on the care and education provided. Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to help children make progress in all areas of learning. Staff members regularly share their practice with 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 assess children's learning and plan a suitable range of challenging activities based on children's interests.

Partnerships with parents are good. Good quality information is provided through daily conversation in addition to being displayed on the parent's noticeboard. This provides them with information, such as the range and type of activities offered for children, the daily routines, how they can share learning at home and all policies and procedures. The staff team work well with the host school and is proactive in obtaining key information to further meet children's needs and complement their learning in school. They demonstrate good knowledge of partnership working and are fully aware of their responsibility to share information with external agencies and services, should they become involved with children in their care.

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	EY427959
Local authority	North Tyneside
Inspection number	870311
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	48
Name of provider	Pauline Donald
Date of previous inspection	02/11/2011
Telephone number	07806771652

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

