

Spring Gardens Out Of School Club

Spring Gardens Primary School, Brightman Road, NORTH SHIELDS, Tyne and Wear, NE29 0HP

Inspection date	16/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Teaching is good. As a result, children make good progress in their learning and develop a broad range of knowledge and skills which support their readiness for the next stage in their learning.
- Children's welfare is effectively safeguarded by staff who have a good knowledge and understanding of how to protect the children in their care.
- Children are happy, settled and secure and enjoy the company of other children and adults at the end of their school day and during holidays. They are confident and developing good independence skills.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.

It is not yet outstanding because

- There is scope to enhance the ongoing supervision and support provided for staff, in order to further maximise and strengthen their skills and ensure continued professional development.
- Arrangements are not fully in place to liaise with all parents about what children are doing at home, so this can be taken into account when planning activities to extend children's good learning even further.

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 childcare room and the outdoor play area.
- 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 at the inspection and through the club's own parental questionnaires.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at the club's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full report

Information about the setting

Spring Gardens Out of School Club was registered in 2013 on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is managed by a limited company and is located within Spring Gardens Primary School in North Shields, Tyne and Wear. The club operates from one childcare room and also has use of the two school halls, the library and the outdoor play areas. During school holidays they have use of various classrooms. The club serves the local area.

The club employs eight members of childcare staff. Of these, three hold an appropriate early years qualification at a level 2 and four hold level 3. The club opens Monday to Friday from 7.30am until 6pm all year round and provides wrap-around and out of school care. There are currently 89 children on roll, 22 of whom are in the early years age range and attend for a variety of sessions.

What the setting needs to do to improve further

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

- expand on the already good, informal systems used to supervise, coach and support staff to further maximise and strengthen their skills and further promote continued professional development
- explore further ways to help parents share what they know about children's learning at home to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress.

Inspection judgements

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

The out of school club provides a warm and welcoming environment where children can relax, play and have fun with their friends. Staff have a good understanding of how children learn and develop through play. They provide stimulating activities and resources to cover the seven areas of learning, and consequently children make good progress. This supports children in gaining the necessary skills in readiness for their next stage in learning. Regular observations are undertaken of children as they play. This informs staff of children's developmental stage and supports them in identifying children's next steps in learning. Planning is based on children's developmental needs and is flexible to follow children's natural interests. For example, as children paint Easter pictures they talk to staff about butterflies. Staff extend this learning to encourage them to create their own caterpillars and butterflies, encouraging them to think about the different stages a

caterpillar goes through to become a butterfly. Consequently, children learn new words, such as 'cocoon' and 'antenna'.

The environment is well organised with resources easily accessible to enable children to select their own toys and activities. Children are confident and often expressive speakers. They chat easily to their friends, readily describe what they are making and playing with, and often discuss their ideas with staff and each other. Staff build on this by getting children to write or draw their ideas for activities, creating attractive displays to act as reminders to inform planning. Younger children enjoy exploring different toys and playing with older children, which helps to develop their social skills. For example, children delight in rolling play dough into balls and taking turns in counting them. Younger children demonstrate their emerging writing skills as they write their own messages in the Easter cards they make. A range of fiction and non-fiction books are accessible, along with comfortable sofas where children relax and have some quiet time, all of which effectively enhance their literacy skills. Children develop good physical skills as they play with bats and soft balls and play running games outdoors. Children are developing good imagination skills as they play in the role play area, for example, they share out 'money' so that their friends can come and buy things from their shop.

Daily discussions with parents support a shared approach to children's learning as they are kept up to date with the activities their children enjoy while at the club. Parents state that they are happy with the progress children make at the club, particularly in their social skills. Staff often send 'Elle the Elephant' home with children so they can share adventures together. However, there is scope to improve the opportunities for parents to contribute to children's learning journals. For example, parents do not consistently share information about their child's learning at home so this can be used to further consolidate children's learning at the club.

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

Children's sense of belonging is supported through the warm attachments they have with staff. Parents state that their children very much enjoy coming to the club. Flexible settling-in procedures are effective in helping new children make the transition between from home and school to their care. Children can visit with their parents so they become familiar with the environment, and staff gather information about children's needs, likes and dislikes so they can help children to feel secure. Staff have good relationships with class teachers and share information prior to each session. As a result, children are happy and settled in the club. Children freely approach adults if they need help or want them to join in with an activity. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Key persons carefully plan for their children's individual learning, spending time during the session supporting them in specific activities in small groups.

The environment is enabling and helps children make good progress in their learning and development, with a wide range of clearly labelled resources being easily accessible for all children. Children have their own low-level storage boxes where they can put items to take home and are encouraged to put models they are currently making on the windowsill

so they can return to them later. Children's photographs and artwork are attractively displayed. Alongside this, staff collate attractive scrapbooks with photographs of activities and outings, for children to explore. All of this helps to develop children's sense of belonging. The club effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example Easter and Chinese New Year. Children benefit from a range of healthy, nutritious snacks which meet their individual needs. Staff successfully encourage children's independence skills, for example, they prepare their own breakfast, bake biscuits for snacktime and help set and clear the table. Alongside this, they carefully scrape their own plates into the bucket so that any waste food can be given to the school caretaker to feed his chickens. Children develop a good understanding of the benefits of a healthy diet. Fresh drinking water is available for children to help themselves to throughout the session. Children explain how healthy food gives them energy. They sit together at mealtimes, which develops their social skills as they listen to each other and discuss the events of the day.

Children enjoy daily opportunities to participate in a range of physical play activities, both indoors and outside. They learn ball skills and cooperation through team games. They successfully negotiate the low-level walls in the school field. Children develop a good understanding of personal safety. For example, they practise the evacuation procedures regularly and know that scissors can be dangerous if not handled correctly. Children demonstrate a sense of belonging in the environment and are content and relaxed. They are confident and are able to speak about what they like and dislike and happily express their opinions. Staff carefully buddy younger children up to older children as 'big helpers and little friends'. Consequently, they play with children older than themselves, which supports their transition into the next year group at school. Behaviour is good. Staff act as good role models and work well as a team to ensure children's safety and welfare are supported at all times. For example, rules and boundaries are in line with the school rules so that children are getting consistent messages. Children are polite and friendly and able to work together during activities.

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

The safeguarding and welfare requirements are successfully met and understood. The club gives a high priority to safeguarding. All staff have attended recent training and are well informed about the procedures to follow if they have a concern about a child. Safeguarding is regularly discussed at staff meetings. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The club keeps thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place and this is monitored to ensure safety is maintained at all times for the children.

The manager monitors young children's learning and development and their involvement in activities. This ensures children's needs are met and that they are fully engaged and interested in what they do. Staff are suitably qualified, experienced and motivated,

demonstrating an enthusiasm for their work and a commitment to improving achievement for all children. Appraisals are carried out to help staff to identify their strengths and areas for future development. However, supervision and peer observations are done on an informal basis. This means that opportunities to more effectively share staff expertise and evaluate staff practice may be missed. The club uses the Ofsted self-evaluation document effectively, along with simple action plans to identify areas for development. These take into account the views of staff, parents and children, as well as advice from the local authority. For example, parents are encouraged to complete questionnaires, and a comments box is easily accessible, enabling parents to share their views.

Overall, good relationships are formed with parents. They receive regular newsletters and club information is clearly displayed on noticeboards. Feedback from parents is very positive. They say 'staff are friendly and approachable' and that 'children enjoy coming to club and come home happy'. Good partnership working takes place between the club and the various schools that children attend.

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	EY471582
Local authority	North Tyneside
Inspection number	940219
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	89
Name of provider	Spring Gardens Out Of School Club Limited
Date of previous inspection	not applicable
Telephone number	07884 366324

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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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Piccadilly Gate
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M1 2WD

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