

High Coniscliffe Out Of School Club

High Coniscliffe C of E School, High Coniscliffe, DARLINGTON, County Durham, DL2 2LL

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|--------------------------|------------|
| Inspection date | 22/05/2014 |
| Previous inspection date | 20/09/2011 |

| 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 to complement children's learning, as they plan to meet their individual needs and support the next steps in their learning. As a result, children make good progress in all areas of their learning and development.
- Children are engaged and motivated in their play because staff provide them with a good variety of fun and interesting learning opportunities.
- Staff are positive 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

- There is room to extend the educational programme for understanding the world, by increasing opportunities for children to develop their skills in the use of information technology.
- Everyday activities, such as snack time, are not always used to provide opportunities for children to further develop their independence skills.

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 out of school club accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members.
The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures, and checked evidence of suitability and qualification of staff working with children.
- 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

High Coniscliffe Out of School Club was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from rooms within High Coniscliffe Primary School in Darlington. It is owned by a private provider, who also has two other settings. 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 3 or above. The setting opens Monday to Friday, from 7.45am until 9am and 3pm until 6pm, during school term time. Children attend for a variety of sessions. There are currently 54 children on roll, five of whom 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 opportunities for children to further develop their information technology skills, for example, by providing access to computers and mechanical toys
- encourage children to further develop their independence skills during snack times, for example, by allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

The quality of teaching is good as staff follow the children's individual interests and needs, to inform future planning and support the next steps in their learning. As a result, children make good progress overall in their learning and development, from their starting points. Staff demonstrate a secure knowledge and understanding of how children learn through their play. They show this by providing a good variety of fun and interesting activities, covering all seven areas of learning. Consequently, children show engagement, motivation and concentration throughout the session. 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. This ensures children feel valued and respected. Staff complete regular observations and assessments, which are supported by photographs and examples of the children's own work. Alongside these, individual learning records are completed for the children to highlight their achievements and track the progress in their learning and development. Parents are well informed as staff provide verbal feedback at the end of each session, and share relevant documentation to encourage them to make comments and give feedback. Staff have established good links with the primary school

where the setting is located, as they share relevant information with teachers and talk regularly to support the children in their learning and development. This ensures a consistent and complementary approach.

The setting has a good range of resources; children have access to an appropriate range of toys and equipment to support their learning and development. However, there is room to extend the educational programme for understanding the world, by increasing opportunities for children to develop their skills, by accessing information technology equipment. Communication and language is supported effectively in the setting, as staff engage in constant discussion with the children during their play activities. Children are confident and comfortable to communicate with their peers, for example, they talk about their day at school during snack time. Staff encourage children to recognise and meet their own individual needs by providing times to be restful and active. Children enjoy using their imagination, taking part in role play activities where they pretend to serve food and drinks to customers in the cafe.

Mathematics is promoted well in the setting, as children play with games and construction materials to support their knowledge of shape, size and numbers. Staff encourage children to explore and investigate throughout their activities, which develops their critical thinking skills. For example, children enjoy feeling the texture of shaving foam, using their hands and fingers to make marks and pictures. Good opportunities are provided for the children to develop their physical and social skills. Children show enthusiasm as they take part in group games and sports within the school hall, enabling them to be active and take appropriate risks. As a result, children are supported to acquire the skills needed to be ready for school and the next stage in their learning.

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

Staff provide children with a warm, friendly and welcoming environment, which supports their all round development and emotional well-being. The key-person system ensures children form secure attachments, and develop strong and positive relationships with their peers and staff. As a result, children are clearly happy and settled, and show confidence in their environment. Staff are sensitive and recognise the individual needs of children, offering additional support and reassurance when required. Transitions into the setting are well supported as staff work closely with parents to share relevant information about the children. Parents comment that their children love attending and have lots of fun as they are involved in a range of activities.

Children are encouraged to be independent learners through day-to-day activities; accessing their own resources, tidying away and washing their own hands. However, there is scope to improve the opportunities at snack time, for children's independence skills to be further promoted, by allowing them to serve their own food and pour their own drinks. Staff encourage children to manage their own personal needs, and to promote their own health and well-being. A variety of balanced and nutritious snacks are offered to the children, developing their understanding of a healthy diet and lifestyle. Staff talk to the children about the importance of healthy eating, involving them in new ideas and suggestions for their daily snacks. Children are provided with daily outdoor and physical

development activities, ensuring they can be active and develop their coordination skills.

Staff are positive 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 as they are kind and considerate. Children demonstrate good manners, share and take turns during their play. Staff ask appropriate questions and remind the children that their actions have consequences. This ensures children understand the boundaries and expectations of the club. Children receive constant praise and encouragement from staff, which develops their self-esteem and enables them to feel assured. Consequently, children are interested throughout their activities and eager to learn. Children show a good awareness of staying safe as staff encourage them to effectively negotiate space during group activities. Therefore, children develop an understanding of risk and learn how to keep themselves and others safe.

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

The manager and staff demonstrate a good understanding of how to effectively safeguard the children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported by an effective range of policies and procedures, which are implemented successfully within the club. All staff have attended relevant safeguarding training and are fully aware of their responsibilities to protect the children. Daily and weekly health and safety checks are completed to ensure the environment is free from hazards and risks are minimised. As a result, children are provided with a safe and secure environment. There are good and thorough recruitment, induction and vetting procedures in place, ensuring that staff are suitable for the role and setting.

The manager and staff work together to effectively monitor and evaluate the planning and educational programmes. Therefore, they are confident to identify future developments and enhancements, to improve their daily practice and support children's progress over time. Staff also have the opportunity to discuss their own personal strengths, areas for improvement and training needs, through meetings and appraisals, to support their professional development. There is good use of self-evaluation, and the manager and staff strive for continuous improvement. The recommendations from the last inspection have been implemented and addressed. For example, there are now appropriate weekly plans in place to identify the next steps in their learning and monitor their progress.

Staff have strong and effective partnership with parents, as they work together to support the children in their learning and development. Parents are kept informed as they receive daily communication, regular newsletters and have access to a social networking site, providing them with relevant information about the setting. Parents are very complimentary and make comments, such as 'staff are friendly and lovely' and 'the setting is brilliant, my child's interests are always listened to'. The setting works closely with other professionals and the primary school to ensure the children's individual needs are being well supported and met.

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

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| Unique reference number | EY426623 |
| Local authority | Darlington |
| Inspection number | 874491 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 30 |
| Number of children on roll | 54 |
| Name of provider | Karen Margaret Dixon |
| Date of previous inspection | 20/09/2011 |
| Telephone number | 07891587477 |

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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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