

# Schools Out Childcare

Archibald Street, Gosforth, NEWCASTLE UPON TYNE, Tyne and Wear, NE3 1EB

<b>Inspection date</b>	19/06/2014
Previous inspection date	08/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 demonstrate a clear knowledge and understanding of safeguarding procedures and employ appropriate procedures to keep children safe. Consequently, children are cared for in an environment that appropriately promotes their safety and well-being.
- The staff team have worked hard since the last inspection and subsequent monitoring visit, positively addressing the actions and recommendations raised. They are committed about developing the service further and take all necessary steps to keep children safe and well.
- Effective partnerships have been developed and children are well supported as they move from school into the out of school club. This provides continuity in their all-round development and complements their learning in school.
- Staff provide a good balance of adult-led and child-initiated activities in a well-organised environment. Children are able to select their preferred choice of play after a long day at school.

### It is not yet outstanding because

- There is room to strengthen partnerships with parents even further so that there is an increased opportunity in sharing of information about children's learning and an improved consistent and complementary approach to the support children receive.
- There is scope to provide further opportunities for children to develop independence skills at snack time, by preparing their own snacks and pouring their own drinks.

## 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 held a meeting with the manager of the provision of the club and observed activities with her.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers from information included in the setting's own parent survey.

## Inspector

Anthea Errington

## Full report

### Information about the setting

Schools Out Childcare opened in 1992 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from a building in the grounds of Archibald first school in Gosforth, Newcastle Upon Tyne. The setting opens five days a week during term time, from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. Children are cared for in the two rooms in the self-contained building and have access to the school yard. There are currently 80 children attending, 18 of whom are in the early years age range. There are currently nine staff including the manager, working with the children, eight of whom have an appropriate childcare qualification. Two of the staff have a qualification at level 5, five have a qualification at level 3 and one has a qualification at level 2.

### 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, for example, by encouraging them to be involved in the preparation of snacks and meals
  
- reflect on and further develop, ways to strengthen the good relationship with parents on a daily basis, so that there is an improved method for sharing knowledge and understanding about children's learning and development.

### Inspection judgements

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

Staff show a clear knowledge of children's interests and use this to plan activities and experiences that extend their learning. Each child 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. The staff team demonstrate a good understanding of the Early Years Foundation Stage and use their own observations and information shared with them from teaching staff, to effectively support children's ongoing learning. For example, they plan craft activities to teach children how to use scissors correctly, which supports and develop children's physical skills. In addition, they facilitate team games providing good opportunities for children to interact and develop their social skills. This effectively complements the learning that takes place in school.

Children happily arrive at the club and play and chat with their peers, accessing a range of well-maintained, age-appropriate equipment. They are confident communicators and make their requests clearly known. They explain they would like to play outdoors and choose to

join in team games playing football. Staff use imaginative ways of supporting children's development and use the outdoor space well to develop coordination skills. Children display a keen interest in the game of football and staff members use good teaching techniques to sustain their interest further. For example, they ask them which team they are playing for and gently encourage them to participate, explaining that the older boys need support in their game. This provides children with good opportunities to develop their social skills and helps them to feel valued and included within the club. In addition, children have recently drawn flags depicting the various countries involved in the World Cup football tournament which in turn supports and develops their ongoing knowledge of the wider world. Children's communication and language skills are effectively promoted as they engage in conversation with staff and their peers about their day at school. They clearly enjoy sharing favourite stories with staff members who read to them. Members of staff use purposeful questions to engage young children's interest and encourage their participation further. For example, they encourage them to describe the pictures displayed and ask them to count how many cars are displayed in the picture. This in turn supports children's early counting skills. The wide range of activities children engage in effectively supports them in developing the key skills they need for the next steps in their learning as they move through school.

Good partnerships are in place with parents and the host school children attend. Parents are encouraged to access their child's file which contains observations and evidence of young children's work and staff welcome opportunities to discuss and share example of children's learning at home. This all helps to contribute in supporting children's overall learning and welfare.

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

Children are happy and settled at the club and are happy to be collected from their primary school. 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. For example, staff recognise the need for children to let off steam outdoors and join in with their boisterous and imaginative play. All children display good levels of confidence and self-esteem, as they make choices and play well with their friends. They are well behaved and willingly share equipment and resources. Older children show care and consideration for younger members of the group, patiently explaining the rules of the game. This all helps to support young children's physical and emotional development well. The positive use of praise and encouragement by staff members promotes children's sense of value and boosts their self-esteem. These skills stand children in good stead for later life and learning.

Children enjoy healthy and nutritious snacks and have access to fresh drinking water. As they arrive at the club they eagerly access the light snack provided for them. However, not all opportunities to help children develop their independence are made the most of. For example, children are not encouraged to prepare snacks or pour drinks for themselves. Children enjoy daily opportunities for exercise and access fresh air as they play outdoors in the school playground. Staff ensure all areas are fully supervised to

ensure children's safety and well-being. Children are becoming aware and responsible for their own safety. They tidy away activities to ensure safe floor space and practise emergency evacuation procedures on a regular basis. Timely, gentle reminders from staff, such as reminding children not to climb on fences, further supports their understanding of keeping themselves and others safe. Ongoing risk assessments ensure accidents are minimised to further promote children's safety.

Children know where to select the good range of age-appropriate toys and resources from and labels and pictures are displayed on storage units to aid young children in their choices. As a result, children are happily engaged throughout the session.

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

Staff have a secure knowledge of safeguarding procedures, which contributes to promoting children's welfare. They know who to report any concerns to and there is a safeguarding policy in place. A selection of policies, which are shared with parents, outline the procedures that are followed to keep children safe. Staff members ensure that children are supervised at all times and the effective risk assessments in place help to protect children's safety. When collecting children from the adjoining school, staff ensure children's safety by encouraging them to walk sensibly and completing regular head counts. The effective 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 ongoing suitability of staff is monitored through the manager carrying out annual appraisals. This gives the staff and manager a good opportunity to discuss any concerns about performance and any training and development needs. The manager also monitors staff performance as she works alongside them, which results in any concerns about their performance being picked up quickly and addressed. Staff feel supported by the manager and are helped to improve their knowledge and understanding for the benefit of the children by attending regular training.

Effective monitoring of the educational programmes ensures that a varied range of experiences are planned and provided to support children's learning across the seven areas of learning. Designated staff members work with the early year's children and the key worker system ensures children's needs are fully met. The manager and staff know the strengths and weaknesses of the club. They take on board the advice from the local authority support worker and have completed their own self-evaluation plan. They have worked hard to address the actions and recommendations made at their last inspection and have made sufficient progress since the subsequent monitoring visit by Ofsted. In addition, they value any comments made by parents incorporating their ideas through the use of questionnaires and discussion. Children too are encouraged to share their views and post their thoughts and requests in a suggestion box. This provides evidence of a commitment to improve the provision to enhance the overall service for children.

Positive, relationships have been developed between the parents and the club. They comment that the club is friendly, fun and safe and most relevant information is shared

with them. Written information is shared with them on the clubs notice board, a website is available and policies and procedures are also available for them. However, there is scope to exchange more detailed information with them verbally, with regard to children's learning, when they collect their children. The manager holds regular meetings with the headteacher of the host school and staff exchange information about the children's interests and gain information about the topics that children cover at school. This ensures that they can extend the children's learning in the club and helps to contribute in supporting children's overall learning and welfare.

### **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>	319297
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	965287
<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>	40
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Margaret Rose Vent
<b>Date of previous inspection</b>	08/01/2014
<b>Telephone number</b>	07817 744889

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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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