

Cherubs Childcare @ Redesdale

Redesdale Primary School, Wiltshire Drive, Wallsend, NE28 8TS

Inspection date

Previous inspection date

04/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children have close relationships with staff and they are well supported with lots of adult attention, which helps them gain confidence and develop their independence.
- Children behave well, are aware of the club's boundaries and work in partnership with each other and adults as they undertake tasks.
- Valuable partnerships with school staff ensure that the club staff know children well and provide experiences that are consistent and complement the school day.
- Staff have a good understanding of safeguarding issues and the steps to take if they are concerned about children's welfare.

It is not yet outstanding because

- There is scope to review and reflect on daily routines, particularly at teatime, to ensure children's play and learning is not interrupted.

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 and talked with the manager.
- The inspector observed children present and carried out a joint observation with the manager.
 - The inspector looked at evidence of suitability of staff and qualifications, the provider's self-evaluation and a range of other documentation, including the safeguarding procedures.
- The inspector also took account of the views of parents, through discussion and as provided in their written feedback to the manager.

Inspector

Julie Campbell

Full report

Information about the setting

Cherubs Childcare @ Redesdale was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile building in the grounds of Redesdale Primary School in Wallsend, Tyne and Wear, and is owned and managed by an individual. The out of school club serves the local area and is accessible to all children. It operates from two playrooms and there is two enclosed areas available for outdoor play. There are 30 children on roll, eight of whom are in the early years age range. The out of school club employs seven members of staff. Of these, four hold appropriate qualifications, including one member of staff who holds Qualified Teacher status, one member of staff with a level 6 qualification and two members of staff hold an appropriate early years qualification at level 3. The out of school club opens Monday to Friday, from 7.30am until 8.55am and 3.15pm until 6pm, during term time. During school holidays it is open from 7.30am until 6pm. Children 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:

- review and reflect on daily routines, particularly at teatime, to ensure children's play and learning is not interrupted.

Inspection judgements

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

Staff have good awareness of the learning and development requirements within the Early Years Foundation Stage. They ensure that the activities they provide in out of school club complement what children do in school and recognise that each child has unique interests and abilities. Staff gather information from parents and school staff to find out children's likes, interests and skills, which enables staff to plan and build on children's interests from the start. Consequently, children benefit from a wide range of interesting and challenging experiences across the areas of learning. Ongoing observations and assessments of children's learning, alongside communication with the school staff help staff to plan future activities to meet the learning needs of children. In addition to this, children's assessments are shared and discussed with teachers; as a result, children's experiences are consistent and complementary with those enjoyed in school.

Resources are well-deployed and used to enhance children's learning and development. Resources are well laid out to allow children to develop their independence skills through self-selection. This includes a wide range of art and craft materials, books and information technology equipment. Consequently, children become fully absorbed in the activities of their choice. For example, they participate in imaginary games, making wands and creating spell books. Equality and diversity is taught well to all ages of children. Staff take

into account children's own backgrounds and use these to plan meaningful activities to teach them to respect each other. Older children show a good sense of responsibility towards younger children, helping them to solve problems on the computer and looking after them. Children develop good relationships, maturity, friendliness and responsible attitudes to one another and to staff. This demonstrates a good foundation for their personal development, leaving them well prepared for making a positive contribution to society.

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

Children's behaviour is good; they are polite and have good social skills. Children enjoy their time with staff because they form close bonds and emotional attachments with their key persons. Children are happy and settled and work really well with one another. All children respond quickly to staff when asked to help tidy away. However, there are times when children's play is interrupted when clearing up at teatime. This can disrupt children's learning and development. Children are kind and caring to each other. For example, on the day of inspection a child became upset after hurting their fingers; older children provided support and reassurance while staff administered first aid. Staff are good role models as they are caring and respectful to children, which ensure their emotional needs are fully met. All staff are consistent in their approach to behaviour management and the use of positive, age-appropriate explanations provide children with clear messages about acceptable behaviour.

Staff promote children's physical well-being and ensure they develop an understanding of healthy lifestyles. Children sit with their friends and staff to have their tea. Children ask questions about the food they are eating and serve themselves from the salad bar. Regular fire drills provide opportunities to talk to children about keeping fit, healthy and safe within their environment. Children enjoy plenty of fresh air and exercise through accessing the outdoor area and secret garden, where they are planting fruit and vegetables. These opportunities help children understand the importance of leading a healthy lifestyle. These activities help children to learn skills that will help them to take part in new experiences with confidence at school and later in life. Effective procedures are in place to support the administration of medication and in the event of an accident. Four members of staff have completed first-aid training.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. They complete safeguarding training as part of their induction process. There are written policies which inform parents of staff's responsibilities in meeting the safeguarding requirements. Staff demonstrate a comprehensive understanding of how to keep children safe and know what steps to take should they have a concern about a child. The manager has implemented clear procedures for recruiting and managing the continuing suitability of staff. Regular appraisals, training and staff meetings help to develop the motivated and

secure workforce and promote the safety of all children in the setting. Risk assessments and daily safety checks ensure all areas of the club being used are safe for children to use. Furniture and equipment are maintained well and suitable for children to use. As a result, children are safe and secure.

Staff know the strengths and weaknesses of the club well. They are evaluating their practice and are very pleased with the progression of the club since registration. They meet weekly to reflect on planning to ensure the needs for individual children are being met. Staff are beginning to consult with parents and children to gain opinions and ideas. For example, they have recently sent out questionnaires to parents and children, so that they can collate and assess their comments to ensure the continuous drive for improvement.

The staff team closely liaises with parents from the start through clear settling-in procedures. They ask parents and children to complete 'All about me' sheets to provide information about their likes and dislikes. Staff engage with parents well. Parents feel that their children enjoy their time at the club. For example, they say 'my children love it' and describe the setting as 'happy, friendly and home from home'. A noticeboard provides a variety of useful information to parents and carers; this includes policies and procedures, key-person information, Makaton signs, staff qualifications and planning. It also includes information on the Early Years Foundation Stage. Partnerships with other providers are established. Staff collect children from two local schools and have developed a communication diary to ensure that they communicate effectively. Staff work closely with the local authority. The manager clearly demonstrates an understanding of the importance of engaging in professional working relationships with other providers. As a result, children's learning and development benefits from this joined up approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY472694
Local authority	North Tyneside
Inspection number	950014
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	30
Name of provider	Kelly Smith
Date of previous inspection	not applicable
Telephone number	07715823104

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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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