

Redby Out of School Club

Fulwell Road, Sunderland, Tyne and Wear, SR6 9QU

Inspection date	28/07/2014
Previous inspection date	21/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children contribute towards and participate in activities, which enables them to enjoy a suitable range of learning experiences. The quality of teaching is satisfactory and staff follow children's interests when planning activities. This means children's interest is sustained and they enjoy their play.
- Children are appropriately involved in developing the rules with regard to behaviour. Staff use positive praise and encouragement, which encourages children's self-esteem and confidence. As a result, children's behaviour is good.
- Staff are secure in their knowledge and understanding of safeguarding matters. As a result, children's safety, health and well-being are effectively supported.

It is not yet good because

- Managers do not have a robust system for supervision and appraisal of staff. This results in reduced opportunities for identifying staff training needs and for developing clear targeted support to improve practice and outcomes for children.
- Staff do not have a key-person system in place to help new children attending the holiday club to settle and with whom to develop supportive relationships.
- Staff have not fully explored ways to strengthen the partnerships formed with all the settings children attend, so that they fully benefit from a shared understanding and common approach to supporting their learning.

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 throughout the club and accompanied children on an outing.
- The inspector looked at children's records, observation and assessment files, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents from the numerous thank you cards.
- The inspector checked evidence of suitability and qualification of practitioners working with children and scrutinised the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Redby Out of School Club has been registered since 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by private individuals and operates from all rooms located within the Redby Community Centre. The centre is situated in a residential area of Fulwell, Sunderland. The setting is open each weekday during term time, from 7.30am to 9am and from 3.15pm to 5.45pm. The holiday club operates during selected school holiday periods, each weekday from 8.30am to 5.30pm. All children share access to enclosed outdoor play areas located within the grounds of the adjacent school. There are currently 131 children on roll, of these 23 are in the early years age group and attend for various sessions. The majority of children come from the local community. The setting employs nine members of staff, of these seven hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure regular supervisions are carried out, alongside more frequent appraisals for all staff, so that practice is effectively monitored so that appropriate levels of coaching, support and training are provided to raise the overall quality of practice and knowledge
- ensure that each child is assigned a key person and that parents are informed of the name of their child's key person, so that the care and learning needs of the youngest children are fully met.

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

- strengthen partnerships with schools that children attend by exchanging more information about children's learning and individual needs more effectively, to ensure learning can be consistently consolidated and extended.

Inspection judgements

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

Overall, the quality of teaching and learning requires improvement. Children happily enter the setting and are familiar with the routine. Staff have a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. Regular observations of children who attend the after school club are completed by staff. They use the information gained from the observations to plan the next steps in children's learning

and to plan play opportunities which children find interesting and enjoyable. Assessments of children are regularly completed and support staff in beginning to identify the progress that children are making. Children contribute towards the club's planning, by sharing their ideas and suggestions during their children's meetings. Children's ideas are then expanded on by staff, who plan appropriate activities and resources to facilitate their ideas. As a result, most children are interested and motivated to learn.

Children's communication and thinking skills are developed well as they play guessing games that encourage them to ask questions to help clarify their thoughts and make predications. Similarly children's social skills are equally well supported through group activities and discussion. Consequently, children are developing some of the key skills required for their future learning. Overall, there is a suitable blend of adult-led activities and those chosen by children. From these children have opportunities to explore, be imaginative and learn independently. In the main, adults are skilled at knowing when to allow children to learn on their own and when to intervene and provide guidance and support. For example, as children play an intricate marble game a member of staff sensitively offers suggestions about the different strategies they can use to help conclude the game. This ensures that children are sufficiently challenged and make steady progress in their learning. Children enjoy being creative with access to painting, sticking and drawing resources. They design their own butterfly pictures and talk about the different marks on the wings, describing them as being symmetrical. Children confidently inform the inspector the meaning of the term 'symmetrical' demonstrating a clear understanding of complex mathematical terms. Staff support children's developing literacy skills. For example, they sound out words to encourage older children to spell and write them, while helping younger children ascribe meaning to the marks they make.

Children make good use of the resources and equipment on offer to them. They play well in small groups, often independently accessing board games or construction toys. Staff encourage children to work together and build models, which supports their social skills. For example, as children use construction kits to make snowflakes, staff talk about the various components of the models and how they move. Children learn about cultural festivals from around the world, such as the Chinese New Year as part of broadening their awareness of the wider world. Partnerships with parents are reasonably established within the club because staff communicate with them on a daily basis. Parents are encouraged to look at children's learning diary whenever they wish and regular newsletters inform them of what children have been learning at the club. Staff communicate informally with the schools, for example, by discussing any matters to be passed on to parents. However, they do not always obtain clear information about the focus of children's learning. Therefore, they are not able to fully complement what children are learning in school.

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

Children who attend the after school club are allocated a key person, whose role is to ensure that every child's learning and care is tailored to meet their individual needs. However, staff do not allocate a key person to those children who attend the holiday club. This is a legal requirement in relation to those children who are within the early years age

group, and is important in building strong relationships, so that a successful, shared approach to all aspects of children's learning and well-being is developed. Staff take steps to ensure that children who are new to the club are made to feel welcome. They gather some information from parents about children's specific needs, interests and dislikes. This enables them to have a suitable understanding of children's individual needs and helps them to make a smooth transition between home and the club. Children are happy and display appropriate levels of confidence in talking and playing with all staff and other children because they know their ideas are listened to and valued.

The club is suitably organised, with a sufficient variety of resources set out for children, so that they are freely able to access what is on offer. Children are independent in their learning because staff encourage them to make choices for themselves. For example, children happily choose the activities they would like to play with. They independently select and clear away activities and confidently seek support from the helpful and caring staff that are on hand to support them when needed. Staff are positive role models, who support children to learn about the expectations of behaviour and good manners. As a result, children understand the need to share, take turns and be kind to their friends. Children are actively involved in compiling the club rules, which makes them feel valued and included.

Children follow routine hygiene procedures as they wash their hands before they eat and staff ensure tables are cleaned before they have their meals. Children sit together to socialise, while they enjoy packed lunches provided by their parents. Regular access to drinks ensure children are never thirsty. Children are developing an appropriate sense of safety. They know the procedure to follow in the event of an emergency and understand the safety rules, such as informing staff when they need to access the toilets. Staff take advantage of outings to raise children's understanding of road safety, and to reinforce safety messages, such as stranger danger. Children regularly play outside with a range of equipment which helps the development of their physical skills. For example, they participate in team games of rounders, practise their throwing and catching skills and experiment with hula-hoops.

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

The manager and staff have a sound understanding of the Early Years Foundation Stage safeguarding and welfare requirements. They clearly understand their role in reporting any concerns regarding a child's welfare. Staff members are appropriately qualified and deployed to provide sufficient levels of support for children attending. There is a clear recruitment policy in place, which ensures all staff who are employed are vetted for their suitability and undergo a sound induction process. All required record keeping and documentation is in place and is well maintained. The manager ensures that the ratios of adults to children consistently meet the requirements. Risk assessments are completed and daily checks are carried out. This means children are safe and protected while attending the club.

Staff demonstrate some knowledge of how children learn and use this knowledge to deliver an educational programme, which generally enables children to continue their learning and development. Since the last inspection, staff have attended training in safeguarding and first aid. This helps to ensure the safety and well-being of children. There is a very informal system in place for staff appraisal and supervision. However, it is not carried out frequently enough or is sufficiently focused to address specific training needs that help all staff members to enhance their skills and care practice. Staff can approach the managers at any time and there are regular staff meetings to discuss any issues around children cared for and to forward plan activities. This helps to ensure that staff support children's individual needs adequately and provide a suitable programme of activities and learning opportunities. Parents' views are sought through questionnaires and staff opinions are gathered through regular team meetings. The managers have collated the information into a written self-evaluation form and have identified overall priorities for improvement, which allows the club to reflect on the service provided and to continue to improve.

The managers and staff team recognise the important role parents play in supporting their children's learning and care and staff communicate with them on a daily basis. Parents are encouraged to share home events and have access to their children's learning diaries at any time. This helps to promote continuity of care. They are provided with a detailed information booklet at the start of a placement, which informs them about the club's activities and the club's policies. This includes the procedure to be followed in the event of a complaint; enabling parents to promptly deal with any issues should they arise. A number of thank you cards from both parents and children demonstrate their satisfaction with the club. Children attend from a number of local schools within the area. Staff share and exchange general information linked largely to children's well-being with teaching staff. However, there is not sufficient discussion about children's learning at school to support a consistent approach. Consequently, children's learning is not fully complemented in order for them to make the best possible progress.

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	318640
Local authority	Sunderland
Inspection number	865154
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	131
Name of provider	Redby Out of School Club Partnership
Date of previous inspection	21/08/2009
Telephone number	0191 5484515

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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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