

Schools Out Priory

Kings Priory School, Huntingdon Place, NORTH SHIELDS, Tyne and Wear, NE30 4RF

Inspection date

21/10/2014

Previous inspection date

04/10/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The leadership and management of the setting is poor. There is not always a named person present to take charge in the manager's absence. This does not protect children's welfare.
- Staff lack knowledge and understanding of the procedures to follow if they need to contact parents in the event of an emergency. This is because they are not aware of how to easily access records, which means children are not adequately safeguarded.
- The manager has failed to implement a key-person system. This does not ensure children's care is tailored to their individual needs and does not promote their emotional well-being.
- Arrangements for performance management do not adequately focus on assessing staff practice, to improve the quality and effectiveness of teaching and learning.

It has the following strengths

- Staff have developed appropriate partnerships with parents and local schools to ensure children's learning can be complemented.
- Children have access to a suitable range of resources, which enables them to make independent choices within their play. As a result, they are mainly engaged and motivated in their learning.
- Staff encourage children to be independent. This promotes their confidence and enables them to develop appropriate self-care 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 setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Schools Out Priory was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is owned and managed privately by Schools Out Northern Limited. It operates from rooms within King Priory School in Tynemouth, North Tyneside. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The setting employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, including one staff member with Early Years Professional Status. The setting opens Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, during school term time and from 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 130 children on roll, 23 of whom are in the early years age group. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- ensure there is a named person present at all times, who is capable and qualified to take charge in the manager's absence
- ensure staff understand that children's records are easily accessible and available, in order for them to follow the correct procedures if they need to contact parents in the event of an emergency
- implement a key-person system to ensure children's care is fully tailored to their individual needs and their emotional well-being is promoted
- improve performance management systems to ensure appraisals and supervisions assess the effectiveness of staff practice and provide the necessary support needed to strengthen the quality of teaching and learning.

Inspection judgements

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

The quality of teaching is satisfactory as staff have a clear understanding of how to promote children's learning and development. Staff plan a mixture of adult-led and child-initiated activities to follow children's individual interests. Children are continually asked what they would like to do during the session, to make sure they feel valued and respected. Staff provide children with a suitable variety of fun and interesting experiences to cover all seven areas of learning. This means children are mainly engaged and

motivated in their play. As a result, children make steady progress in their learning and development from their starting points. Staff complete informal observations on the children during activities, to recognise their achievements and identify their next steps in learning. This information is also used to support future planning. Parents are kept reasonably informed as staff provide verbal feedback on a daily basis and receive written communication via e-mail and text messages. Staff have established appropriate links with local primary schools in the area. They share relevant information with teachers to ensure children's learning can be complemented. Therefore, children are provided with a consistent and cohesive approach.

Children have access to a suitable range of resources, which enables them to make independent choices within their play. Staff support children's communication and language development as they interact well with them, engage in constant discussion and ask open-ended questions. This ensures children feel comfortable and confident when communicating with staff and their peers. Children enjoy being creative and artistic as staff provide them with opportunities to express their own ideas and thoughts. For example, children develop their expressive arts and design skills as they use a selection of materials to make pumpkins and spiders for Halloween. This is further supported as children use their imagination and take part in role-play activities, where they play in the kitchen and set up the table with cutlery, plates and cups.

Staff support children's mathematical development as they use different construction resources and talk about colours, shapes and sizes. Children develop their technology skills and coordination as they confidently use the mouse and keyboard when they play on the computer. This supports children's understanding of the world. Staff provide suitable opportunities for children to develop their physical skills as they have access to several outdoor play areas and the school gym. This enables them to be active and to take appropriate risks. Children enjoy taking part in regular outings in the local area, such as visiting the park, beach, museum and country reserve. This ensures children are able to explore different environments and supports their personal, social and emotional development. Consequently, children are learning the necessary 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 a warm, friendly and welcoming environment. Children feel happy and settled as they have developed suitable relationships with their peers and staff. They are comfortable and confident within their surroundings. Staff are caring and responsive towards children as they offer support, guidance and reassurance when required. However, the manager has failed to implement a key-person system in the setting. As a result, children's emotional well-being is not promoted as their care is not tailored to their individual needs. This impacts on children's all-round development. Clear settling-in procedures ensure staff work closely with parents, to share relevant information about the children and support their move from home.

Children are encouraged to be independent and manage their own personal needs

throughout their activities and daily routines. They access their own resources, initiate their own play and wash their own hands. This is further supported during snack time as children help with appropriate tasks, such as serving their own food and pouring their own drinks. This promotes children's confidence and enables them to develop appropriate self-care skills. Clear hygiene practices support children's understanding of their own health and well-being. Children are provided with a variety of nutritious and balanced snacks, which keep them well-nourished until their main meal and promote the importance of a healthy diet and lifestyle. Lunch time meals during school holidays are supplied from home and staff encourage parents to make healthy choices for their children. Mealtimes are social occasions as children sit well together as a group and staff continually talk to them, which supports their communication and language skills. Staff provide children with daily opportunities for outdoor play to ensure they can be physically active and access fresh air.

Staff suitably manage children's behaviour as they use a calm and consistent manner. They reinforce appropriate behaviour and provide clear guidance to ensure children understand their actions have consequences. As a result, children behave well as they understand the boundaries and expectations within the setting. Regular praise and encouragement is used by staff, which develops children's self-esteem and enables them to feel appreciated. Staff talk about the importance of safety throughout children's play and daily routines to ensure they develop an understanding of how to keep themselves and others safe. For example, children are reminded to sit correctly on their chair at snack time to ensure they do not hurt themselves.

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

The leadership and management of the setting are inadequate. This is because the provider and manager have insufficient knowledge and understanding of the requirements of the Early Years Foundation Stage. On the day of the inspection, there was no named person present capable or qualified enough to take charge in the manager's absence. This does not protect children's welfare. Staff lack knowledge and understanding of the procedures to follow if they need to contact parents in the event of an emergency. This is because they are not aware of how to easily access records and documentation, which means children are not adequately safeguarded. Nevertheless, there are aspects of practice that support the safety and well-being of children. For example, staff have attended relevant safeguarding training and have a clear understanding of the procedures to follow if they have any concerns about children in their care. There is an appropriate range of written policies, procedures and risk assessments to ensure children are provided with a secure environment. Staff also complete daily safety checks on the indoor and outdoor environment to identify any potential hazards and minimise risk to children. Appropriate recruitment procedures for vetting and assessing the suitability of staff are in place. The provider and manager are aware of the need to notify Ofsted of any relevant and necessary changes. Staff are deployed well within the setting and ratios are maintained at all times to ensure children are appropriately supervised.

Staff work together to monitor and evaluate the educational programmes to ensure that

all areas of learning are appropriately covered throughout children's activities. Performance management systems are in place as staff have annual appraisals and regular supervisions with the manager. However, these do not adequately assess the effectiveness of staff practice. Even though the manager has Early Years Professional Status, these do not provide the necessary support needed for staff to strengthen the quality of teaching and learning in the setting. This means the capacity for staff to continually develop their own practice and professional development is weak. The manager uses some self-evaluation and has addressed the recommendations from the last inspection. However, this process is inconsistent and weak because the manager has failed to accurately identify priorities for future development. This means there is no clear plan for continuous improvement.

Staff have developed appropriate partnerships with parents as they have suitable arrangements in place to share relevant information about the children. Parents are complementary of the setting and the care provided. They make comments, such as 'Staff are friendly and provide a good variety of activities' and 'My child loves attending and has settled well'. Staff have links with the local authority, other professionals and local primary schools to ensure they work together to further support children's learning and development.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY276713
Local authority	North Tyneside
Inspection number	994021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	130
Name of provider	School's Out (Northern) Ltd
Date of previous inspection	04/10/2011
Telephone number	0191 2596127

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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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