

School's Out at Preston Grange

Preston Grange Primary School, Chiltern Road, North Shields, Tyne and Wear, NE29 9QL

Inspection date	25/11/2014
Previous inspection date	26/11/2009

The quality and standards of the early years provision	This inspection:	3
	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		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 are safe in the setting. This is because all staff have a sound understanding of their role and responsibility to safeguard children and know what to do if they have concerns about a child.
- Staff provide a warm and welcoming environment for children. Consequently, children are happy in the setting and develop strong bonds and secure attachments with staff.
- Partnerships with parents and the local school are good and staff make effective use of these links. Therefore, children are well supported when they move on to school.

It is not yet good because

- Assessments are not always used most effectively to ensure that planned activities and experiences meet all children's needs.
- Staff are not always deployed appropriately to ensure that children's learning and development is supported as well as it could be.
- Some resources are not always available for children to access independently, in order to extend and develop their self-initiated play.

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 took a tour of the setting.
- The inspector spoke to children and staff and held a meeting with one of the managers.
- The inspector looked at documentation and records, including children's learning journals and evidence of suitability and qualifications of staff working with children.
- The inspector observed children engaged in activities inside and outside.
- The inspector completed a joint observation with one of the managers.

Inspector

Julia Matthew

Full report

Information about the setting

Schools Out at Preston Grange is a private limited company, Schools Out (Northern Ltd) and was registered in January 2005. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a portable building in the grounds of Preston Grange Primary School and mainly serves pupils attending the school in which it is based. Children are cared for in a playroom with adjoining toilet facilities. They also have access to the school hall and grounds. The setting operates from 8.45am to 11.45am and 3.25pm to 5.45pm, term time only. A maximum number of 20 children can attend at any one time. There are currently 30 children on roll, 18 of whom are in the early years age range. There are eight staff working with the children, all of whom hold appropriate qualifications at level 3, including one manager, who holds an early years degree and has Early Years Professional status.

What the setting needs to do to improve further

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

- ensure assessment information is used effectively to plan suitably challenging activities for children, in order to meet their individual learning needs and support them to make good progress.

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

- extend the choice of resources available for children, particularly in key areas such as outdoors, water and malleable play, in order to support children's self-directed learning
- reflect on the organisation of snack time, to ensure that staff are most effectively deployed to best support children's learning and development.

Inspection judgements

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

Staff have a, generally, good understanding of how young children learn and develop. They use this information reasonably well to support children in most aspects of their learning and development. Indoors, staff provide appropriate toys, equipment and resources that cover the seven areas of learning. On arrival children immediately engage well and are happy to try new experiences, showing curiosity about the resources presented to them. Staff sit alongside children as they play, engaging them in

conversation and offering them some challenge, through questioning. For example, staff use open questions to encourage children to investigate the properties of sieves and funnels during water play. However, the quality of teaching is variable and staff do not always take account of children's individual levels of achievement when supporting their learning. Observation, assessment and planning systems are in place and regular staff meetings review and evaluate children's learning and development. Although assessments are accurate and next steps are identified, this information is not always used most effectively to focus planning on meeting children's individual learning needs, in order to maximise the progress they make.

Staff have an adequate understanding of how to support learning and development and, as a result, children make satisfactory progress, with some elements of good progress. Where teaching is good, staff support speaking and listening, language acquisition and early mathematical understanding well. For example, all children enjoy the welcome group activity, which gives them an opportunity to count, share their experiences and join in songs and rhymes. The activity is well thought out, of an appropriate length and involves differentiated questioning, so that it is accessible for all children. Staff work hard at snack time to ensure that it is a positive learning experience. However, supervising it takes too long, which means that highly trained staff are not always available to best support children's learning and development as they engage in play. Staff work closely with the local school to ensure that children develop the skills and knowledge required in their Reception Year. They are encouraged to develop independence, resilience, thinking and self-help skills to prepare for the demands of school, when the time comes.

Parents can access children's learning and development files at any time. These include assessments, pieces of work, photographs and next steps for progression. The setting has an open door policy and parents know that staff are always available to talk to them about their child's development. A planning board in the entrance records how children access the seven areas of learning each week. Consequently, parents feel they are partners in learning and well informed about their children's learning and progression.

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

Children feel safe and secure because staff provide a warm and welcoming environment for them. Each child is assigned a key person, who works closely with them and their family and gets to know them well. As a result, children form secure attachments and good relationships with staff. Children clearly enjoy the time they spend in the setting, as they are engaged, interested and happily interact with staff and their peers. Staff understand children's emotional needs and are quick to comfort them or intervene if they feel children need extra support or help. Furthermore, they recognise the importance of encouraging children to be independent and promote this, generally, well. For example, children are encouraged to make some choices during their play indoors, pour their own drinks and take responsibility at snack time. However, outdoors, and in some areas indoors, fewer resources are available for children to choose from and direct their own play. Staff work hard to promote healthy lifestyles by providing healthy snacks and talking to the children about healthy eating and exercise. As a result, children are beginning to understand the importance of making healthy choices.

Staff work in partnership with parents to ensure that children are well prepared and settle quickly when they start in the setting. They gather information from parents about children's development and care needs and, as a result continuity of care is good. Staff help to ensure that children are ready to cope with moving on to school by talking to them about it and welcoming the Reception teachers when they visit. Parents are delighted with the help their children receive to make the move to school with confidence.

Staff have a secure understanding of how to keep children safe and what to do if they have concerns about a child. The premises are kept secure at all times and children are well supervised. Staff gently remind children how to use equipment, resources and tools safely and are quick to respond if they need support and to remind how to move around the setting safely. Consequently, children begin to develop an understanding of how to keep themselves safe. Staff are good role models and have high expectations of children's behaviour and, as a result, children behave very well and are kind, polite and considerate to one another.

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

The management team fully understand their responsibility to safeguarding children and have the required policies, procedures and risk assessments in place, to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff know what to do if they have concerns about a child or the inappropriate behaviour of a colleague. As a result, children are kept safe in the setting. There are clear policies in place for the use of mobile phones and cameras and breaches are quickly and effectively dealt with. Evaluative practice is embedded. The views of parents and children are taken into account and have an impact on improving the setting. For example, parents were keen to be further updated about the curriculum and staff provided easily accessible information to meet their needs. The management team have development plans in place and one of their targets for improvement is the outdoor environment, which aims to improve the provision. Since the last inspection, the setting has developed a quiet rest area for children and ensures Ofsted are kept up-to-date with changes in the setting and in doing so, have met the previous recommendations.

The management team have sufficient knowledge and understanding of their roles in monitoring the delivery of the educational programmes to ensure that the environment is suitable for early years children. Embedded staff supervision and appraisal systems ensure that all staff have a voice and are well supported. Generally, staff have a good understanding of the requirements of the Early Years Foundation Stage. Staff training is well organised and staff disseminate what they have learned to colleagues and how it impacts on practice. For example, staff have introduced music time, which all children are enthusiastic about, as a result of recent music training. Children's progress is monitored reasonably well and assessments are accurate. However, planning needs to be more sharply focused and deployment effectively organised, to ensure that all children's

individual learning needs are met.

Partnerships with parents are good. Staff work hard to make parents feel welcome in the setting and fully involved in their children's learning. Questionnaires encourage formal feedback from parents, who also know they can share ideas and suggestions at any time. Parents are very complementary about the setting. They feel well supported and fully involved in their children's learning and development. The managers are pro-active in establishing links with the local school and are keen to work in partnership with professionals to support children's learning and development.

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. 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	EY299197
Local authority	North Tyneside
Inspection number	861682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	30
Name of provider	School's Out (Northern) Ltd
Date of previous inspection	26/11/2009
Telephone number	07960 933 450

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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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