

# Lamesley Childcare @ Kells Lane Primary School After School Club

Kells Lane CP School, Kells Lane, GATESHEAD, Tyne and Wear, NE9 5HX

<b>Inspection date</b>	01/12/2014
Previous inspection date	04/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 use good teaching strategies to encourage children to learn through play and build on their interests and starting points. Consequently, children are confident, well-motivated learners, who make good progress in their learning.
- Staff create a relaxed, secure environment. Relationships between children and the caring staff team are strong. Consequently, children are happy and settled in the club and feedback from parents is very positive.
- Children's opinions are sought on a range of choices that affect them. As a result, children are confident and develop a strong feeling of ownership of the club and this promotes their emotional well-being.
- Management and the staff team have a good understanding of how to effectively safeguard children. They implement the club's policies consistently. This effectively promotes children's well-being.

### It is not yet outstanding because

- Not all children are able to benefit from routine access to a wide range of natural and open-ended resources, to challenge their creative thinking skills.
- Staff have not fully considered how to help children self-regulate their time when taking part in popular activities.

## **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 the children in their play together and their interactions with staff.
- The inspector looked at children's records, other documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector checked evidence of the suitability and the qualifications of staff working with children, the provider's self-evaluation and priorities for improvement.
- The inspector took account of parents' and carers' views, spoken to on the day.
- The inspector conducted a joint observation with the manager.

## **Inspector**

Cathryn Clarricoates

## Full report

### Information about the setting

Lamesley Childcare at Kells Lane Primary School After School Club was registered in 2007 and is run by a limited company with charitable status. The company has several out of school clubs in Gateshead, Tyne and Wear, including Kells Lane Primary School in the Low Fell area of Gateshead. The club use the school dining hall, the main school hall with two additional rooms adjacent to the hall and an enclosed outdoor area. The club is open Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, during term time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children attending come from the school in which the out of school provision is based. There are 97 children on roll, attending for a variety of sessions, 17 of whom are in the early years age range. There are seven staff working in the club, all of whom hold a relevant qualification.

### What the setting needs to do to improve further

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

- ensure that all children are able to access a range of natural, open-ended materials to help them work together creatively to further develop their ideas
- review and enhance strategies to help children self-regulate their access to more popular activities, for example, with the use of timers.

### Inspection judgements

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

Staff gather detailed information before children start, to help promote their care and development and keep them safe. They ensure that they know the children very well and they communicate information effectively, as a staff team. Consequently, staff ensure that they provide experiences that meet children's individual needs and interests. They join in playfully with children's activities, while also modelling good behaviour. For example, staff know when to intervene, with reminders to share and take turns, when children are enthusiastically building dens from large, interlocking plastic squares and netting. However, staff have not fully considered how to help children self-regulate their time when taking part in the most popular activities, for example, by using timers. Nevertheless, children are independent and settle well. They interact positively with each other and with the staff. As a result, children develop their social skills and this complements their learning in school.

Staff effectively employ a range of good teaching strategies to promote children's learning and development. They skilfully use open-ended questions to encourage children's

thinking skills. For example, staff ask children how they can strengthen the corners of their den, to ensure it is sturdy. As a result, children are confident communicators, as they excitedly share ideas to extend their play. Staff encourage all children to participate in the club's planning. They consult children about decisions that affect them and as a result, children have a strong sense of ownership of the club. For example, children vote for their favourite choices, from a selection of healthy options for snacks. The club has a wide variety of resources indoors, including opportunities for children to be physically active. Children enjoy spending time outdoors, for example, they delight in using torches to explore the enclosed, outdoor play area. However, staff do not consistently provide children with a wide range of natural, open-ended resources for creative activities. This means that, opportunities for all children to further develop their creativity and imagination are not fully maximised.

Staff provide very good opportunities for children to practise their skills independently. For example, when making a dough mixture, staff ask children to measure out and count the ingredients. Staff continually offer praise and encouragement. As a result, children are confident learners and are developing skills, for example, in early numeracy, and this supports their learning at school. Staff keep parents informed about the activities that their children have enjoyed at the club on a regular basis, verbally and in newsletters and displays.

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

Children develop very good relationships with staff and each other. The staff team successfully promotes a sense of belonging. As a result, children feel welcomed, valued and safe. For example, children happily choose from a wide range of toys and equipment and this creates a positive play and learning environment. Children demonstrate that they feel safe and secure, as they confidently explore these interesting resources. Staff use their good knowledge of children's interests, as they enthusiastically engage in their conversations. Children excitedly share their experiences at the club, at school and at home with staff. The friendly environment and knowledgeable staff support children's good overall development. As a result, children are highly motivated and emotionally secure.

Staff consistently model good behaviour. They are calm, firm and give frequent, meaningful praise and encouragement to children, to build their confidence and promote their self-esteem. For example, staff continually praise children for making good choices when they are kind, share resources and take turns. They encourage the children to play co-operatively, using a variety of very effective strategies to promote positive behaviour. For example, children respond quickly and positively when they hear the sound of bells being shaken by the staff team. They listen carefully to important messages about their routine and reminders about how to behave. As a result, their personal, social and emotional development is effectively supported.

All children are physically active each day, inside the club and outdoors. As a result,

children build good foundations towards developing a healthy lifestyle. Staff use daily risk assessments to identify and minimise potential risks, so that children's welfare is promoted well. Staff support children to learn how to keep themselves safe. They know when to intervene and when to let children explore independently. For example, staff remind children to tidy up large pieces of play equipment from the floor, while they construct dens, so that they do not trip and fall. Consequently, children are learning to manage risks in their play and are developing good skills for the future. Children choose from a range of snacks that are healthy and nutritious, as staff provide a wide variety of fruit and vegetables. Children's independence is consistently and very well promoted. Staff encourage children to pour their own water and manage their own self-care needs, gently reminding them to wash their hands before snacktime and to fasten their coats when going outside. This further promotes their understanding of being healthy.

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

The management and staff have a good understanding of their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Comprehensive, and regularly reviewed, policies and procedures are made accessible to parents. This helps to ensure that parents know how the club operates. The building is secure and checks are made on everyone entering the building. The staff team ensures that children are supervised at all times, which contributes to promoting children's welfare. Children are effectively safeguarded because the staff are fully aware of potential and actual harm to children. All staff are aware of how to respond to safeguarding issues and understand the appropriate action to take in support of the children in their care. This contributes to keeping children safe and secure. Appropriate arrangements are in place for the safe use of mobile phones and cameras. All accidents, incidents and safeguarding concerns are recorded and reviewed. Fire drills are practised regularly and children are inducted to health and safety procedures when they start. Staff update their qualifications in first aid regularly. This helps to ensure that children are safe and protected. Recruitment procedures are robust. Management ensure that all staff are vetted and suitable to work with children. There are good links in place with the school staff to ensure the security of the children. For example, the youngest children are escorted to and from their classroom by the staff from the club. This procedure ensures that appropriate information regarding children's well-being is exchanged on a daily basis.

The managers and staff team are strongly committed to providing children with good quality care and learning and to continuous improvement. This is evident in their self-evaluation process, which involves the whole team and takes account of the views of children, parents and other partners. All staff take part in annual performance appraisals and have monthly supervision, which ensures that the quality of teaching is monitored regularly and under-performance is tracked effectively. Management and staff use regular staff meetings to reflect upon the quality of the club and identify any training needs, or other actions. As a result, staff benefit from appropriate training that helps them to meet the club's priorities for improvement. This impacts positively on the development of care, learning and support for children.

Partnerships with parents are very strong. Parents' views are gathered through questionnaires, and their responses are analysed and evaluated. This information helps the staff to further improve the service. A wide range of helpful information is displayed on the notice boards in the entrance area. This helps to keep parents fully informed of future events and the club's planning. Parents praise very highly the quality of service offered by the club, in particular the care and support given to their children from the start.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY362351
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	873619
<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>	52
<b>Number of children on roll</b>	97
<b>Name of provider</b>	Lamesley Childcare
<b>Date of previous inspection</b>	04/01/2012
<b>Telephone number</b>	0191 4822084

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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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Piccadilly Gate  
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