

Hareside Out of School Club

Hareside County First School, Hareside, Whitelea Glade, CRAMLINGTON, Northumberland, NE23 6BL

Inspection date	02/12/2014
Previous inspection date	09/06/2009

The quality and standards of the early years provision	This inspection:	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

- Children are provided with a safe and secure environment because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- Staff are highly motivated and enthusiastic in their approach to caring for children. Therefore, relationships between the children and staff are good, fostering a strong sense of belonging and ensuring children enjoy their time at the club.
- Effective partnerships have been developed and children are well supported as they move from school into the out of school club. This provides continuity in their all-round development and complements their learning in school.
- Members of staff use a calm, positive approach to managing children's behaviour. Consequently, children's behaviour is good and they display kindness and concern for other children attending.

It is not yet outstanding because

- Opportunities to develop children's understanding of how to keep healthy during daily routines, such as hand washing before meal times, are not used consistently.
- Children are not always given the opportunity to be as independent as possible. For example, they are not always given the opportunity at meal times, to serve their own food and pour their own drinks.

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 out of school club activities in the school hall and music suite.
- The inspector held a meeting with the manager and area manager and looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and focus improvement plan.
- The inspector took account of the views of parents from information included in the clubs parent survey.

Inspector

Anthea Errington

Full report

Information about the setting

Hareside Out of School Club was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a separate building within the grounds of Hareside Primary School in Cramlington and is privately owned and managed. The club also has access to facilities within the school and have access to an enclosed outdoor area. The club provides care for children from the host school and local surrounding schools. The club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The club opens Monday to Friday, term time only. Sessions are from 7am until 9am and from 3pm until 5.45pm. There are currently 58 children attending on roll and six are in the early years age group.

What the setting needs to do to improve further

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

- enhance children's good understanding of how to keep themselves healthy, for example, by discussing why they wash their hands before eating
- enrich children's already good independence skills further, for example, by allowing them to take part consistently in activities, such as handing out plates and cups at meal times and allowing them to serve their own food and pour their own drinks.

Inspection judgements

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

Staff demonstrate a secure knowledge and understanding of how children learn through their play. They show this by providing a variety of fun and interesting activities, following the children's individual interests and needs. Staff make observations and assessments of the progress of the younger children in the club and the information from these is linked to the areas of learning and identifies their next steps, to inform future planning. Alongside these observations sharing books record relevant information are used to highlight children's achievements and track the progress in their learning and development. Parents are well informed as staff provide verbal feedback at the end of each session, and share relevant documentation to encourage them to make comments and give feedback. Staff have established good links with the primary school where the setting is located, as they share relevant information with teachers and talk with them regularly to support the children in their learning and development. This ensures a consistent and complementary approach.

Communication and language is supported effectively in the setting, as staff engage in

constant discussion with the children during their play activities. Children are confident and comfortable to communicate with their peers, for example, they talk about their forthcoming Christmas show and discuss the songs they are to sing. Staff skilfully use the opportunity to support them further with their communication skills, and suggest to them they may like to perform for one another. Children relish the opportunity and display confidence in their ability as they join in with one another singing and performing the actions to the songs. This provides them with good opportunities to express themselves and develop their overall confidence. The quality of teaching is good and members of staff use purposeful questions to engage young children's interest further. For example, they ask children to identify the colours they use as children happily engage in a colouring-in activity and ask them to name their favourite songs as together they select them on the CD player. Board games which interest the children are also used to support children's ongoing learning. For example, children develop their knowledge of shapes and counting as they link and place the coloured discs into the frame. At all times staff members skilfully interact with the children and join in with their play. This provides children with good opportunities to develop their social skills and helps them to feel valued and included within the club. The broad range of activities children engage in effectively supports them in developing the key skills they need for the next steps in their learning as they move through school.

Good partnerships are in place with parents and the host schools children attend. Staff sensitively share verbal information with parents on collection informing them of their child's day at school and the club. Parents are encouraged to discuss and contribute to the sharing books used as staff welcome opportunities to discuss and share examples of children's learning at home. This all helps to contribute in supporting children's overall learning and welfare.

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

Children are happy and settled at the club and are happy to be collected from school. The staff team provide a warm and welcoming environment for children, following children's busy day in school. Staff use the key-person system to help children form secure attachments, and develop strong and positive relationships with their peers and staff. In addition, children are also introduced to their own buddy friend when they are new to the club, who shows them around and introduces them to the other children. As a result of the support given, children are clearly happy and show confidence in their environment. Children are becoming aware and responsible for their own safety. Together with staff they use the risky business strategy to assess their own environment. For example, they know and understand climbing on the school stage could pose a risk to them. They tidy away activities to ensure safe floor space and practise emergency evacuation procedures on a regular basis. Staff deployment is good which ensures children are fully supervised in all areas of use within the school. Staff carry out ongoing risk assessments to help ensure that accidents are minimised to further promote children's safety.

All children display good levels of confidence and self-esteem, as they make choices and play well with their friends. They are well behaved and willingly share equipment and

resources. Older children show care and consideration for younger members, encouraging them to join in group activities. For example, together they practise songs for the forthcoming Christmas show and encourage the younger children to join in enthusiastically with the actions. This all helps to support young children's physical and emotional development well. The positive use of praise and encouragement by staff members promotes children's sense of value and boosts their self-esteem. These skills stand children in good stead for later life and learning. Children are encouraged to be independent learners through day-to-day activities; accessing their own resources and tidying away. However, there is scope to improve the opportunities at meal times for children's independence skills to be further promoted, by allowing them to consistently serve their own food and pour their own drinks.

Children access a good range of age-appropriate toys and resources which are clean and well maintained. As a result, children are happily engaged throughout the session. They enjoy healthy and nutritious meals and have access to fresh drinking water. They gain an understanding of healthy lifestyles as they enjoy daily opportunities for exercise both indoors and outdoors, and access fresh air as they play outdoors. However, there are some missed opportunities to extend children's understanding even further, with regard to healthy lifestyles. For example, staff ask them to wash hands prior to meals, but do not talk to them about the reasons for doing this.

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

Management and staff demonstrate a good understanding of how to effectively safeguard the children in their care, as they have a secure knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. This is further supported by an effective range of policies and procedures, which are implemented successfully within the club. All staff have attended relevant safeguarding training and are fully aware of their responsibilities to protect the children. Daily and weekly health and safety checks are completed to ensure the environment is free from hazards and risk assessments help to identify and minimise hazards to support children's safety. There are good and thorough recruitment, induction and vetting procedures in place, ensuring that staff are suitable for the role and setting. For example, new members of staff are allocated a buddy and mentor to support them through the four week induction, to help them to understand their roles and responsibilities. This all helps towards maintaining the safety and well-being of children.

Management and staff work well together to effectively monitor and evaluate the planning and educational programmes. Therefore, they are confident to identify future developments and enhancements, to improve their ongoing practice and support children's progress over time. Key persons ensure planning is individualised and reflects the identified next steps for each child in the early years age group. Staff also have the opportunity to discuss their own personal strengths, areas for improvement and training needs, through regular supervision sessions. Self-evaluation is used effectively and staff demonstrate a good capacity to improve continuously. Recommendations made at the

previous inspection have been fully met. Self-evaluation takes account of the opinions of staff, children and parents and the club continues to make improvements highlighted within their own Focus improvement plan. For example, the staff and manager have identified that they intend to extend children's involvement in planning their own learning, providing them with increased opportunities to consult with their own key workers and members of staff.

Staff have strong and effective partnership with parents, as they work together to support the children's care, learning and development. Parents are kept informed as they receive daily verbal feedback and written information is shared with them on the club's noticeboard. In addition, policies and procedures and regular newsletters are provided for them which include relevant information about the setting. Staff members regularly share information with teaching staff of the host school about the children's interests and gain information about the topics that children cover at school. This ensures that they can extend the children's learning in the club and helps to contribute in supporting children's overall learning and welfare. Parents are complimentary about the care their children receive and state that their children are always happy to go to the club.

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
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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	401659
Local authority	Northumberland
Inspection number	868948
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	58
Name of provider	Little Angels Fun Club and Nursery Ltd
Date of previous inspection	09/06/2009
Telephone number	01670712811

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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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