

Oakfield Junior School Out of School Club

Chowdene Bank, Low Fell, Gateshead, Tyne and Wear, NE9 6JH

Inspection date	02/12/2014
Previous inspection date	23/01/2012

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 wide range of activities, experiences and opportunities, which support them to develop the skills that they require to learn effectively in school.
- Children develop warm relationships with staff. They are happy to be picked up from school and enjoy making friends with older members of the group.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- Children are effectively safeguarded. This is because the manager and staff take all necessary steps to keep children safe and well.

It is not yet outstanding because

- There are occasions when hand-washing routines are not organised as well as they could be, therefore, they are not fully effective in promoting children's good health.
- Information shared with school teachers is not always sharply focused on how out of school club staff intend to support and complement all children's skills and their learning in school.

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 parts of the out of school club accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at and discussed the manager's self-evaluation form.
- The inspector observed children's activities in the main out of school club room and outdoor environment.
- The inspector discussed a range of policies and procedures with the provider and manager of the out of school club.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Nicola Jones

Full report

Information about the setting

Oakfield Junior School Out of School Club was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the grounds of Oakfield Junior School in Low Fell, Gateshead. The setting is managed by Lamesley Childcare and is run by a voluntary management committee. The setting serves the local area and is accessible to all children. During term time, the setting provides before and after school care each weekday from 7.30am to 8.55am and 3.15pm to 6pm. Children have access to fully enclosed outdoor areas. The setting employs five members of childcare staff. Of whom, two hold appropriate early years qualifications at level 3 and three hold level 2. Children attend for a variety of sessions. There are currently 82 children attending, 10 of whom 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:

- reflect on the organisation of hand-washing routines to ensure they are fully effective in promoting children's good health
- strengthen the already good relationship with school teachers, so that there is a more effective method for sharing knowledge about the support the staff in the out of school club intend to offer, in order to complement all children's skills and learning in school.

Inspection judgements

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

Children thoroughly enjoy the time that they spend in the out of school club. They explore a wide range of resources and equipment, in both the indoor and outdoor environments. Staff know children well and plan a good variety of activities based on their interests and ideas. They recognise what children like to do and provide good opportunities for them to be imaginative. Staff ensure resources, such as toy buggies for dolls, are available outdoors for children to choose from and encourage them to initiate their own play. As a result, children use language to imagine and recreate experiences through play situations. Children are motivated to try new experiences and develop curiosity about objects. For example, they are fascinated when they look at the outdoor environment through coloured transparent paddles. They make comments, such as, 'The playhouse looks red now', as they excitedly share this experience with their friends and staff.

A good range of adult-led and child-initiated experiences are available each day in the out of school club. Staff use a good range of teaching strategies to engage and motivate

children and support the development of skills, which they need to learn effectively in school. They support children in a skilful way as they engage in planned activities. Clear instructions are provided, so children know the purpose of the task before they begin. For example, children quickly begin to cut out pictures from a toy catalogue using scissors, after hearing that they are to develop their own Christmas list. Staff are enthusiastic and inform children that they can choose whatever they like. This highly motivates children and they talk together with their friends about the toys that they will choose. Children are helped to problem-solve and work through difficulties for themselves. Staff offer support and encouragement when children struggle to hold paper and cut at the same time. Gentle reassurance and suggestions from staff help children to persevere and persist with the activity and develop a sense of pride when they complete this for themselves. A good range of resources and activities are available for children to develop their physical skills. Indoors, children build using small world figures, use scissors to cut out paper Christmas stockings and enjoy a range of ball games in the large school hall. Outdoors, children practise their skills of throwing and catching balls and enjoy the experience of running up and down the sloping grassed area.

Staff engage well with parents. Regular, verbal discussions take place and staff share observations that they have made of children and discuss how support can be offered, should any difficulties arise. Parents spoken to describe how well staff know their children and how they feel their child's learning is supported during the time that they spend at the club. Staff work, generally, well with school teachers in nearby schools. They regularly engage in conversations to discuss the support offered in the out of school club. However, this tends to focus around children, who are experiencing particular difficulties or have special educational needs and/or disabilities. This does not always extend to all children, in order to complement their learning in school.

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

Children are happy to be collected from their infant school by staff. They walk confidently with their older peers to the junior school building, showing good awareness of safety as they go. For example, children walk in a single line and keep to the edge of the pathway. Staff support the move from one school building to another very well. Regular dialogue is maintained between staff and school teachers to ensure children's emotional and physical well-being is well supported. Any information received from school staff is effectively shared with parents when they collect their children, ensuring continuity. The manager and staff team provide a warm, stimulating and welcoming environment for children. An effective key-person system is in place. This ensures that children form good attachments and enjoy relationships that are close, supportive and meet their needs well. Children are happy to attend and enjoy socialising with the older children. They sit alongside them during snack time and join them during activities, such as ball games in the outdoor area. They play cooperatively and take turns, supporting their social and emotional development well. Children's behaviour is good. This is because staff provide clear and consistent rules and boundaries, so that children can play, feeling safe and secure. This information is shared with parents and school teachers, to maintain a joint approach.

Children's independence skills are promoted well in the out of school club. They collect

their own food from the serving hatch and are encouraged to take responsibility and clear away after their meal. Children are encouraged to wash their own hands before eating, promoting their self-help skills. However, current arrangements for this procedure are not as effective as they could be in promoting children's good health. For example, after washing their hands, children walk back to their room through the outdoor area. During this time, they slide their hands down the metal handrail, in order to maintain their safety as they use the stairs.

Staff provide time and space for children to enjoy energetic play on a daily basis and they enjoy a wide range of physical activities. They have access to the school hall, small area outside their room and on some occasions, the school playground. Children develop a good understanding of maintaining a healthy lifestyle. This is because they are provided with fresh drinking water throughout the session, discuss the importance of eating healthily and enjoy a wide range of fresh and nutritious foods at snack time. Children take an active part in making decisions about the food provided. They enjoy having their name displayed on the board to show their preference has been observed. This supports their self-confidence and sense of belonging to the out of school club.

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

Children are safeguarded well. The manager and her staff team implement effective policies and procedures and have a clear understanding of their role in keeping children protected. For example, staff are aware of procedures to follow should they have any concerns about a child and know who to contact if the manager is unavailable. Robust recruitment procedures are in place and ensure all staff working with children are suitable to do so. Children are supervised at all times. Staff accompany them as they walk from their nearby infant school through the school grounds and into the out of school club room. Doors are locked throughout the session and robust arrangements are in place to ensure only staff let parents in to collect their children. This further promotes their safety. Daily risk assessments are in place and safety checks ensure all areas accessed by children are safe. This effectively addresses the recommendation from the previous inspection. In addition, children in the early years age group are looked after and collected by staff, who have paediatric first-aid qualifications. Well-organised induction, mentoring and supervision arrangements are in place to ensure staff understand their roles and responsibilities. Staff training needs are identified through this process. As a result, the interests of children are promoted as staff are provided with support, coaching and training. Staff are further supported through good partnerships with other local providers. Practice ideas are shared and this supports their professional development.

The manager maintains a good overview of the curriculum. She ensures that children are provided with experiences and opportunities, which support them to develop the skills, which they require to learn effectively in school. Regular activity evaluations are carried out and are used to plan future experiences based upon children's interests. The manager welcomes the support of external agencies and services to support and meet children's individual needs. Shared strategies are effectively threaded into planning, ensuring that

children receive the support, which they need by all those working closely with them. There are clear systems in place for self-evaluation and the provider and manager are motivated to seek further improvement. Areas of development are identified and take into account the views of staff, parents and children. Ongoing discussions take place between the manager and staff. Also, parents are provided with daily opportunities to express their views and complete questionnaires on a regular basis. Partnerships with parents are good and they demonstrate that they are happy with the quality of the service provided. For example, they make written comments, such as, 'My child normally doesn't want to leave' and 'I am very happy with the service provided'. Children have an active voice in the out of school club and share their views through the children's committee. This ensures that their views are welcomed, valued and respected and gives them as much influence as possible in securing improvement for their setting. In addition, the provider and manager welcome support from the local authority, further supporting the self-evaluation process.

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	EY331741
Local authority	Gateshead
Inspection number	873265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	82
Name of provider	Lamesley Childcare
Date of previous inspection	23/01/2012
Telephone number	0191 4333000

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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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