

# West End Out of School Club

West End County First School, Ridge Terrace, BEDLINGTON, Northumberland, NE22 6EB

<b>Inspection date</b>	15/12/2014
Previous inspection date	29/06/2010

<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

- Children are provided with a wide range of activities, experiences and opportunities, which support them to develop the skills they require to learn effectively in school.
- Children have an active voice in the out of school club. Their views and opinions are welcomed, valued and respected, giving them as much influence as possible in securing improvement for their setting.
- There are agreed codes of behaviour in the out of school club which are discussed and agreed upon by staff and children. As a result, children have a clear understanding of boundaries and behave very well.
- 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

- Opportunities to support children's already good expressive language skills and talking for a wider range of purposes is not always maximised.
- 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 the 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 spoke to children and staff at appropriate times during the inspection.
- The inspector discussed a range of policies and procedures with the manager of the out of school club.

## Inspector

Nicola Jones

## Full report

### Information about the setting

Westend Out of School Club was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a permanent wooden building in the grounds of West End First School in Bedlington, Northumberland. The setting is managed by the charity Trinity Youth Association. 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 9am and 3pm to 6pm. The setting provides care during school holidays from 7.30am to 6pm. Children have access to fully enclosed outdoor areas. The setting employs four members of childcare staff. All hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently 165 children attending, six 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:

- extend opportunities for children to talk for a wider range of purposes in order to enhance their already good expressive language skills and complement their learning in school, for example, by encouraging them to explain their ideas during creative activities
  
- strengthen the already good relationship with school teachers so that there is a more effective method for sharing knowledge about the support they intend to offer in order to complement all children's learning and development in school.

### Inspection judgements

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

Children thoroughly enjoy attending the out of school club following their day in school. A wide range of resources is available, in both the indoor and outdoor environments and children enjoy exploring and spending time with the staff team and other children. Staff know the children well and plan a good variety of activities based on their interests and ideas. Good arrangements are in place to find out what children like to do. For example, older children act as 'ambassadors' for the club. They find out what children are interested in and would like to do and disseminate this back to the manager. This means activities planned highly motivate children and they concentrate and become deeply involved with the tasks provided. Children are intrigued to try new experiences. They clearly enjoy the preparation for Christmas in the out of school club and engage in creative experiences, such as decorating their own biscuits. Staff sit alongside them and support them, generally, well as they carefully spread their icing and choose from a variety of toppings to

complete their task. Staff ask questions, such as 'Is that nice?' when children begin to eat their biscuit to encourage children to talk. However, there is scope to enhance children's expressive language skills even further by extending the range of purposes provided to encourage children to talk, for example, by encouraging them to explain their thinking when decorating their biscuit.

Staff use a good range of teaching strategies to engage and motivate children and support the development of skills, 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. This enables them to quickly begin to draw heart shapes onto Christmas baubles and carefully use scissors to cut out other shapes, using sparkly paper. 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 bricks and manipulate small world figures, use scissors to cut out paper Christmas objects and enjoy using equipment, such as spoons to spread icing onto their biscuit. Outdoors, children access the large playground area and practise their large physical skills by playing games, such as football and other ball games.

Staff engage parents well with parents. Regular, verbal discussions take place and staff share observations they have made of their children and discuss how support can be offered, should any difficulties arise. Written comments from parents describe how well they feel staff know their children and how their child's learning and confidence is supported during the time 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 on children who are experiencing particular difficulties or have specific needs. 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 first schools by staff. They walk confidently with their older peers to the out of school club building, showing good awareness of safety as they go. For example, children immediately put on their fluorescent jackets as they leave and walk confidently along the pathway. Staff support the move from one school building to another very well. They talk to children as they walk, encouraging children to talk about their day in school. This supports children's emotional development and helps to develop good relationships with the out of school club staff. 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 children form good attachments and enjoy relationships that are close and supportive and meet their needs well. Children are

happy to attend and enjoy socialising with the older children. They line up alongside them to collect their snack and join them during activities, such as playing with dolls in the role-play area. Children's behaviour is good. This is because staff agree clear and consistent rules and boundaries with children so that they can play, feeling safe and secure. For example, children and staff develop a set of agreed 'codes', such as listening to others and tidying up after playing. This information is shared with parents and school teachers, to maintain a joint approach.

Staff provide time and space for children to enjoy energetic play on a daily basis. They have access to the school playground where they enjoy a wide range of physical activities. Children develop a good understanding of maintaining a healthy lifestyle. This is because they access fresh drinking water from the dispenser throughout the session, discuss the importance of eating healthily and enjoy a wide range of fresh and nutritious foods at snack time. Staff cater for a variety of preferences and take into account children's allergies. This information is gathered, alongside other good quality information, on the registration form. This ensures children needs are met and continuity is provided between home, school and the out of school club. Children take an active part in making decisions about the food provided and also in food preparation. They thoroughly enjoy the responsibility of washing the dishes after snack, closely supervised by staff. This supports their self-confidence and sense of belonging to the out of school club. Children's independence skills are promoted well in the out of school club. They clearly know the routines and place their belongings on pegs in the entrance hall, wash their hands on arrival, and before eating and put toys and equipment away once they have finished playing.

### **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 first schools through the school grounds and into the out of school club room. The main door is 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. 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. This ensures all staff, including students and those new to the club understand their roles and responsibilities. In addition, 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.

The manager maintains a good overview of the curriculum. She ensures children are provided with experiences and opportunities, which support them to develop the skills

they require to learn effectively in school. Regular activity evaluations and observations are carried out and are used to plan future experiences based upon children's needs and interests. This effectively addresses the recommendation raised at the previous inspection. The manager welcomes the support of external agencies and services, such as inclusion workers, to support and meet children's individual needs. Shared strategies are effectively threaded into planning; ensuring children receive the support 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. For example, there are plans for staff to receive behaviour management training to enhance their practice and further meet children's individual needs. Ongoing discussions take place between the manager and staff and parents are provided with daily opportunities to express their views and complete online questionnaires on a regular basis. Partnerships with parents are good and they demonstrate they are happy with the quality of the service provided. For example, they make written comments, such as 'Thank you for all you help and support, my children have really enjoyed their time at the after school club and summer club.' Children have an active voice in the out of school club and share their views through regular conversations with the older children, who inform the manager of aspects of the club they would like to improve. This ensures their views are welcomed, valued and respected and gives them as much influence as possible in securing improvement for their setting.

### **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

<b>Unique reference number</b>	301891
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	867342
<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>	28
<b>Number of children on roll</b>	165
<b>Name of provider</b>	Trinity Youth Association
<b>Date of previous inspection</b>	29/06/2010
<b>Telephone number</b>	07946 495310

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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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