

Front Street Out Of School Club Ltd

Front Street Primary School, Whickham, NEWCASTLE UPON TYNE, Tyne and Wear, NE16 4AD

Inspection date	13/01/2015
Previous inspection date	24/11/2011

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

- Staff provide a wide variety of activities and experiences, which support children's development and reflect and complement their learning in school.
- Children develop close relationships with staff, who are receptive to their needs and as a result, they feel safe and secure in the setting.
- Children's behaviour is very good because staff have high expectations of them and act as good role models.
- Children are well protected in the setting because the manager and staff have a very good understanding of how to keep them safe and the procedures to follow if they have concerns about a child.

It is not yet outstanding because

- Children use toilet facilities in another building which means that sometimes hand-washing routines are not organised as well as they could be. Therefore, they are not fully effective in promoting children's good health.
- Children do not always have access to developmentally appropriate non-fiction books which reflect their interests.

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 looked at children's learning files, observation, assessment and planning documentation.
- The inspector made observations of the children while they were engaged in play activities in the main hall.
- The inspector discussed with the manager and staff how children are kept safe in the setting and viewed risk assessments, policies, procedures, staff qualifications and suitability checks.
- The inspector undertook a joint observation with the manager.

Inspector

Julia Matthew

Full report

Information about the setting

Front Street Out of School Club Ltd is a registered charity and limited company. It was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Front Street School in Whickham, Gateshead. The setting serves the local area and is accessible to all children. During term time, the setting provides before and after school each weekday from 7.30am to 8.55am and 3.15pm to 6pm. During the school holidays, it is open from 8am to 6pm. Children have access to the school dining hall, toilets in an adjoining building and an enclosed area for outdoor play. The setting employs five members of childcare staff. All staff have an appropriate qualification ranging from level 2 to level 6. Children attend for a variety of sessions. There are currently 165 children attending, 22 of whom are in the early years age group. The setting cares for children from ages three to 14 years.

What the setting needs to do to improve further

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

- enrich further the availability of developmentally appropriate non-fiction books, which reflect children's interests so that children can access them to enhance and extend their play
- reflect on the organisation of hand-washing routines to ensure they are fully effective in promoting children's good health.

Inspection judgements

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

Children chat happily about their day as staff collect them from their school classes and escort them safely to the setting. Once inside, children demonstrate their independence by hanging up their coats and bags before excitedly exploring the range of activities, toys and resources available. For example, children enjoy making choices from a variety of easily accessible and good-quality books, which they can use as part of their play. However, there are fewer non-fiction books and these do not fully reflect children's interests and stages of development. Staff know the children very well and provide them with a very good balance of child-initiated and adult-led learning opportunities, which complements what they are doing in school. For example, children are supported to make teddy bear biscuits, after reading Goldilocks and the Three Bears as part of a traditional stories topic. Consequently, they are inspired, interested and motivated to learn and be involved.

Resources are well organised and reflect the learning and development requirements of the Early Years Foundation Stage, which staff give regard to when planning. Children's

communication and language skills are very well supported by staff, who commentate, explain and question to extend children's understanding and encourage them to share their thoughts and ideas. As a result, children are confident communicators and happily seek out help and support if they need it. Children do not become over reliant because staff help them to persevere, be resilient and find solutions to problems and challenges. Staff work in partnership with teachers to ensure that children are well supported to develop the skills they need to progress in school.

Staff effectively use observations and assessments to plan activities and experiences for all children. Individual files record children's progress and include 'All About Me' books, photographs and observations. Parents have access to the files and feel their children are progressing well. Staff verbally share information with parents at drop off and pick up times and parents are very happy with the support they receive. Furthermore, they value the partnership the setting has with school and say this helps to ensure their children's needs are met.

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

Children clearly enjoy being in the setting because they smile, laugh and play happily and cooperatively together. Staff welcome them by name and chat to them about their day. Children develop strong relationships with their key person, who maintains a very good overview of their individual needs and provides them with well-planned activities and developmentally appropriate toys and resources. As a result, children feel valued, safe and secure. Children are able to freely access an enclosed outdoor play area. The outdoor space has different levels, moveable and fixed resources and provides a variety of physical challenges for children. Staff value the importance of risky play but supervise children closely, reminding them how to stay safe. As a result, children begin to develop the ability to assess risks for themselves. At meal times, children are encouraged to share news and achievements, which are celebrated and help to promote a family feel in the setting. Children are offered healthy food and drinks and staff talk to them about the importance of making healthy choices and getting fresh air and exercise. Children have access to a sink in the setting and are reminded about the importance of hand washing, which they do independently. However, arrangements in preparation for mealtimes are not fully effective in promoting children's good health. This is because children wash their hands before leaving the school building at pick up time and then run them along the railings beside the road before crossing and entering the out of school club.

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

The manager and staff team have a very good understanding of how to keep children safe and what to do if they have concerns about a child. Policies are reflected in practice and all staff are appropriately checked to ensure they are safe to work with children. Regular risk assessments ensure that hazards are minimised. The setting is kept securely locked when children are inside and close-circuit systems enhance their safety further. All staff are paediatric first-aid trained and accident, incident and medication records are thorough

and up to date. The manager supports staff very well, recruitment and induction processes are sound and training needs are highlighted and planned for.

The manager has a very good understanding of the learning and development requirements of the Early Years Foundation Stage. She works closely with the early years key person to ensure that children have experiences and opportunities, which help them to develop the skills they need to be effective learners. Staff are reflective and regularly evaluate practice and procedures in order to make improvements. For example, the manager has purchased a ring rope for children to hold to further improve their safety as they walk to the setting. The manager identifies strengths and weaknesses, has implemented the recommendations from the previous inspection and developed long term plans for improvement. This demonstrates her commitment to continuously improving in order to best meet all children's needs.

Partnerships with parents are very good. Staff use questionnaires to ensure that parents are happy with the setting and make changes to practice in response to their feedback. Parents say that their concerns are always taken seriously and acted upon. Staff work closely with the school to ensure that children make progress in their learning and development. The manager is committed to working with the other professionals and the local authority to ensure that children's needs are met. Consequently, children are very well supported.

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	EY349454
Local authority	Gateshead
Inspection number	863284
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	165
Name of provider	Front Sreet Out Of School Club Ltd
Date of previous inspection	24/11/2011
Telephone number	0191 433 5674 or 07981 820837

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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