

# School's Out at Langley

Langley Avenue, Whitley Bay, Tyne and Wear, NE25 9DF



## Inspection date

29 January 2015

## Previous inspection date

8 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Staff support children's learning in a timely and sensitive manner. As a result, children make good progress.
- Support for children's well-being is outstanding. This has a significant and positive impact on children's confidence, growing independence and motivation to learn.
- Relationships with children are excellent. Staff are warm, responsive and respectful. As a result, children feel secure and emotionally ready to learn.
- Relationships with other schools and settings are very good. As a result, processes to prepare children for the next stage in their learning are highly effective.
- Staff have a good understanding of how to promote the health and safety of children in their care. As a result, children are well protected.
- Processes for self-evaluation are good and take into account the views of staff, parents and children.

### It is not yet outstanding because:

- Opportunities for developing language and role-modelling self-care skills are not always maximised at meal times.
- There is scope to develop systems for monitoring and evaluation of practice to ensure it is consistent and focused, in order to improve the already good quality of teaching still further.

## What the setting needs to do to improve further

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

- strengthen opportunities for developing language and for role-modelling self-care skills during lunchtime
- strengthen systems for monitoring and evaluation of practice to ensure they are consistent and focused in order to improve the already good quality of teaching still further.

## Inspection activities

- The inspector observed activities in the main rooms and outside.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector looked at learning records, policies and paperwork, and checked evidence of staff qualifications and suitability.

### Inspector

Julie Foers

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff praise and encourage the children's efforts. This results in them being confident and motivated to learn. Children are introduced to new concepts and encouraged to explore using their senses. For example, they investigate ice as it melts and plant vegetables in the enclosed garden. Staff skilfully model new words to extend children's language. However, opportunities at lunchtime for developing language through quality conversations and for role-modelling skills, such as how to use cutlery, are not always maximised. Children learn about number through everyday routines, for example, as they count the children at snack time. Provision for physical development is good and includes use of the school yard. There is a good range of books and equipment which the children are encouraged to choose from and access independently, to support their early literacy development.

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

Relationships with children are outstanding. Staff show great respect for children's feelings and act as excellent role models in supporting children to manage their own behaviour. This helps them feel highly valued, secure and emotionally ready to learn. Highly skilled staff sensitively intervene to support children's developing independence. For example, they are consistent in encouraging children to try to put on their own coats and shoes, chop their fruit, carry their trays and pour their drinks. This is highly effective in promoting their well-being. Hygiene routines and healthy lifestyle choices are promoted extremely well. For example, children help themselves to a salad bar at lunchtime and regular access to fresh air and exercise is a priority. Relationships with other schools and settings are excellent. As a result, processes to prepare children for school or the next stage in their learning are highly effective.

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

Staff have a good understanding and awareness of how to keep children safe. For example, they encourage children to stay safe on the icy yard and hold hands as they walk. The manager has a good understanding of legal requirements. She ensures there is a member of staff trained in first aid with the children at all times. Partnerships with parents are good. A whiteboard is used to inform them of daily activities. Questionnaires and a suggestion box help gather their views. The manager and her team continuously evaluate the effectiveness of the provision. As such, the setting's capacity to maintain continuous improvement is good. Regular supervisions and monitoring of training needs effectively support staff development. Study towards higher qualifications helps practitioners to improve their knowledge and understanding. There is scope, however, to develop systems to ensure monitoring and evaluation of practice is even more focused and consistent. Regular observations and tracking of children's learning help to accurately assess their development, plan their next steps and monitor their progress.

## Setting details

<b>Unique reference number</b>	310224
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	864954
<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>	38
<b>Number of children on roll</b>	120
<b>Name of provider</b>	School's Out (Northern) Ltd
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	0191 2533452 or 07890 268333

Schools Out at Langley was registered in 2000. It is located in a portable building, in the grounds of Langley First School, Monkseaton, North Tyneside. The provision employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and one holds Early Years Professional status. The provision offers wrap around care, playgroup places and after school care, as well as providing care throughout school holidays, opening from 7.30am to 5.45pm. The provision offers funded early education for three- and four-year-old children.

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