

Sedgefield Out Of School Fun Club



Sedgefield Primary, Rectory Row, Sedgefield, Stockton-On-Tees, Cleveland, TS21 2BT

Inspection date	4 February 2015
Previous inspection date	6 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff provide children with a variety of fun and interesting learning experiences. As a result, children make good progress as they are actively engaged and motivated.
- The environment is warm, friendly and welcoming, which effectively promotes children's emotional well-being. Therefore, they show confidence and are comfortable in their surroundings.
- Staff have developed good links with the primary school and share relevant information with teachers, which ensures children's individual needs are met. This creates a consistent and complementary approach to children's learning.
- Children are safeguarded well because staff have attended relevant training and fully understand the procedures to follow if they have any concerns.
- The management team understands that as an out of school setting, they do not have to deliver the learning and development requirements of the Early Years Foundation Stage. However, they choose to do so and deliver them well to maintain their already good practice.

It is not yet outstanding because:

- Younger children have fewer opportunities to access resources and to view images around the environment, to extend their awareness and understanding of culture, diversity and equality.
- Occasionally, staff do not use skilful questioning and allow enough time for children to respond, to enable them to further develop their critical thinking skills.

What the setting needs to do to improve further

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

- extend the range of resources and images for younger children to further support their awareness and understanding of culture, diversity and equality
- enhance children's critical thinking skills by making the most of every opportunity to skilfully question them throughout their activities and by allowing enough time for them to respond.

Inspection activities

- The inspector viewed all areas of the setting accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and provider, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

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

Staff provide children with a good balance of adult-led and child-initiated activities across all seven areas of learning. Children show concentration and perseverance throughout their play. For example, children develop their problem-solving skills as they participate in creative activities for Valentine's Day and work out how to create a hole in the middle of their heart picture. Children have access to a good range of toys and resources, which enables them to make their own choices and decisions. However, younger children have fewer opportunities to extend their awareness and understanding of culture, diversity and equality, for example, by accessing multicultural resources and viewing images around the environment. Staff complete observations and learning journey books, to highlight children's achievements and identify their next steps in learning. This information shows that children are supported to acquire the skills needed to be ready for school. Children's communication and language development is promoted as staff interact well with them and engage in constant discussion. However, occasionally, staff miss opportunities to skilfully question children and allow enough time for them to respond, to further develop their critical thinking skills.

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

Children are clearly happy and settled at the setting. They have developed good relationships with staff and their peers. Examples of children's own work are displayed around the environment, which gives them a sense of self and belonging. Children also feel valued and respected as staff continually ask them for their own ideas and suggestions throughout the session. Staff encourage children to be independent and manage their own personal needs. Children confidently prepare their own food, cut their own fruit and pour their own drinks at snack time, which develops their self-care skills. Staff reinforce the importance of safety and effectively manage children's behaviour. This means children have a clear understanding of the boundaries and expectations. Children have regular opportunities to be active and access fresh air, which supports their physical development and promotes healthy lifestyles.

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

The manager and staff complete written risk assessments and daily checks to ensure children are provided with a safe and secure environment. This is further supported by a detailed range of policies and procedures, which are implemented successfully to protect children's welfare. Children progress well as staff monitor and evaluate the educational programmes to ensure that all areas of learning are covered. Self-evaluation is effective as strengths and areas for future development are identified. This shows a good capacity for continuous improvement. Staff are encouraged to further their professional development as they receive regular supervision meetings, appraisals and training opportunities. This has a positive impact as staff update their skills, knowledge and understanding. Staff have good relationships with parents and other professionals to further support children.

Setting details

Unique reference number	314159
Local authority	Durham
Inspection number	868188
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	62
Name of provider	Sedgefield Out of School Fun Club Limited
Date of previous inspection	6 March 2012
Telephone number	01740 623565

Sedgefield Out Of School Fun Club was registered in 1995 and is run by a committee. It operates from a classroom and prefabricated building within Sedgefield Primary School in Cleveland. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.45am until 9am and from 3.15pm until 6pm, during school term time. The setting provides holiday care from 8am until 6pm, during school holidays.

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