

# Burnside Out of School Club



Burnside Primary School, The Grey Building, Northumbrian Road, CRAMLINGTON,  
Northumberland, NE23 1XZ

## Inspection date

20 February 2015

Previous inspection date

5 March 2010

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching across the setting is outstanding. Staff provide an excellent, high quality range of resources, activities and experiences, inside and out. As a result, children are highly motivated and keen to learn.
- Staff prepare children to move on from the setting extremely well by supporting them to develop the range of skills they need for school. They work in partnership with parents and local schools to ensure that children continue to make excellent progress as they move between settings.
- Children are extremely well supported to develop a sense of well-being, confidence and independence. Staff have an excellent understanding of their individual needs and work closely together to ensure children feel very safe, secure and valued.
- Staff have a very thorough understanding of their role in safeguarding children and what to do if they have concerns about a child's welfare. A comprehensive range of policies effectively meet health and safety requirements and are evident in daily practice.
- Staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage and accurately assess children's attainment. They use observations of children and knowledge of their interests to plan activities and experiences which effectively support them to make rapid progress.
- The area manager and manager work very effectively together. They use their knowledge and experience to support less experienced staff very well. The whole staff team are encouraged to be reflective and evaluative practitioners. They are committed to continually improving their knowledge and the provision.

## **What the setting needs to do to improve further**

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

- continue to reflect on and review ways to further promote early literacy, for example, by providing books in all areas of the setting for children to access as they play.

### **Inspection activities**

- The inspector spoke to the area manager, manager, staff and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation, including policies, children's records, observations and assessment files and risk assessments.
- The inspector checked the qualifications and suitability of staff.
- The inspector observed children playing in the main room, adjacent rooms and the outdoor area.

### **Inspector**

Julia Matthew

## Inspection findings

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

Teaching is consistently of a very high standard and staff use their expertise to provide outstanding learning experiences for children. The environment is extremely well thought out and offers inviting, developmentally appropriate, accessible resources across all seven areas of learning. Staff skilfully use role play to extend children's understanding and spark new interests. Children are motivated to problem solve in a fairy role-play activity. They search for written clues and enjoy exploring areas of the setting they would not normally choose to play in. Children benefit from prolonged periods of uninterrupted investigative play, which enables them to be deeply involved in independent learning. Communication and language is very effectively supported through commentary, repetition and explanation. Furthermore, staff use questioning very well to help children develop thinking skills and fully express their thoughts and ideas. Planning and assessments are accurate, focus on individual needs are shared with parents. Consequently, children's learning is effectively supported at home and they make rapid progress in their learning and development.

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

Children are exceptionally well cared for in the setting. Staff make safeguarding children's welfare a priority. They are vigilant at all times, effectively supporting children to be safe as they move around the setting and use tools and equipment. As a result, children begin to risk assess for themselves. Staff are extremely flexible when children start in the setting and provide activities and experiences, which support their interests. Children quickly form strong bonds with staff, who are sensitive to their needs and offer them help, support and comfort. However, staff encourage children to be independent so they do not become over reliant on adults. Children know how to be healthy because staff help them make healthy food choices. In addition, they talk to them about the importance of daily exercise and fresh air. Children behave extremely well because staff are excellent role models and have high expectations of them. They help each other, play co-operatively together and there is a lovely family feel in the setting.

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

Shared accountability across all levels of management and staff demonstrates a strong commitment to continuous improvement. There are highly effective arrangements in place for recruiting, inducting, supervising and developing staff. Evaluative and reflective practice inform development planning. For example, managers have correctly recognised the need to further develop independent access to books across the setting. Children's progress is closely and thoroughly monitored in order to highlight gaps in learning, which are planned for. Robust procedures for checking the quality of teaching and the environment ensure that excellent practice is maintained. Training is exceptionally well organised and impacts positively on practice. Parents are extremely happy with the setting and feel very well informed and involved in their children's learning.

## Setting details

<b>Unique reference number</b>	EY393886
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	849865
<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>	60
<b>Number of children on roll</b>	82
<b>Name of provider</b>	Little Angels Fun Club and Nursery Ltd
<b>Date of previous inspection</b>	5 March 2010
<b>Telephone number</b>	01670 730 284

Burnside Out of School Club is one setting within a large, privately owned childcare company and was registered in 2009. The club employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The club opens, from Monday to Friday 7.30am until 9am and 3pm until 6pm during term time, and from 7am until 6pm in school holidays.

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