

St Chad's Out of School Care

21 Liddell Terrace, Bensham, Gateshead, NE8 1YN



Inspection date

18 March 2015

Previous inspection date

26 August 2009

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

- Children are happy and settled. All are valued equally and their diverse community is celebrated, which supports children's self-esteem and develops their social skills.
- The quality of teaching is good. Children lead their own learning and co-operate well, which develops their self-confidence. Activities are designed around children's interests and support them to learn valuable life skills from hands-on experiences.
- Managers and staff work very closely with parents, teachers and other professionals to identify those children who may need extra support. They develop creative solutions to meet individual needs and share good practice.
- There are good systems to gather the views of children and parents. Managers use this information to excellent effect to raise standards and to meet the care, learning and development needs of the children and to support their families.

It is not yet outstanding because:

- Staff deployment does not always ensure that the needs of those children who choose quieter activities such as reading and drawing, or to rest and relax for short periods, are met as well as possible.

What the setting needs to do to improve further

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

- review the arrangements for staff deployment to ensure that the needs of those children who choose quieter activities are consistently met.

Inspection activities

- The inspector observed activities in a range of indoor play areas in the setting.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the centre manager and the manager of the setting.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took account of the views of children and parents spoken to on the day of the inspection and their written comments.
- The inspector looked at children's records, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Elizabeth Clarke

Inspection findings

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

Children benefit from a range of interesting and stimulating activities which promote their learning and development. The quality of teaching is good and staff support children to become independent learners. Particular emphasis is placed on teaching valuable life skills such as cooking and gardening, which the children thoroughly enjoy. This develops their independence and physical skills and prepares them well for the future. Children enjoy making fruit smoothies and work together to learn about how the ingredients can contribute to a healthy diet and their general well-being. Children are also able to rest and relax or take part in quieter activities such as drawing. However, staff sometimes do not engage effectively with children for short periods during these times to support their needs to the fullest potential. Staff know the children well and work closely with parents, teachers and other professionals to ensure that children make good progress.

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

The setting is safe and welcoming. Children have positive relationships with staff which supports their social and emotional development. Children are active outdoors which develops their physical skills and promotes their general health and well-being. Staff make full use of their diverse community to teach the children about other cultures, which supports their understanding of the world and prepares them well for the future. Children are actively involved in planning activities and in finding solutions to issues, which supports their communication skills and helps them to feel valued. For example, they happily cooperate to use an egg timer to ensure fair access to favourite activities and they quickly set up a waiting list for a popular game. Staff are excellent role models and teach children to keep themselves safe and to have respect for each other. Children respond by behaving well and showing kindness. Staff work closely with teachers in local schools to support children's transitions between settings, which supports their emotional well-being.

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

The manager has a secure knowledge of the learning and development requirements and how to keep children safe. Risks are minimised and there are robust recruitment and induction procedures, which help to safeguard children. The manager provides a high quality service and the systems for evaluating what works and what needs to improve are developing well. Staff use their qualifications well and benefit from further training, which is evident in their awareness of children's developing needs. The views of children and parents are routinely used to influence practice and there are excellent systems to support and communicate with staff to continuously raise standards. Partnership working is excellent and is used to identify those children who may benefit from extra support. Staff develop creative solutions to meet individual needs and to share good practice. For example, working alongside school staff to support children's behaviour and social skills so that they can make the best possible progress.

Setting details

Unique reference number	EY240122
Local authority	Gateshead
Inspection number	870080
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 14
Total number of places	50
Number of children on roll	159
Name of provider	St Chad's Community Project
Date of previous inspection	26 August 2009
Telephone number	0191 4901032

St Chad's Out of School Care was registered in 2002 and is part of St Chad's Community Project, which is a voluntary organisation in Gateshead. The setting employs 8 members of childcare staff and all hold appropriate early years qualifications at level 2 and 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm in school holidays and from 3pm to 6pm during term time. The setting supports children with special educational needs and/or disabilities and has close links with local schools and the nearby Children's Centre.

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