

Schools Out Priory

Kings Priory School, Huntingdon Place, NORTH SHIELDS, Tyne and Wear, NE30 4RF



Inspection date

7 April 2015

Previous inspection date

21 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 have regard to the learning and development requirements of the Early Years Foundation Stage. They follow children's lead to provide stimulating activities and this maintains their interests while promoting their learning effectively.
- Children enjoy warm and friendly interactions with staff, which helps them to feel safe and secure. Children are well behaved, respond well to staff and play cooperatively together.
- Staff have a good understanding of how to keep children safe. Policies are in place and risk assessments are conducted which ensure potential risks to children are identified and made safe. Staff have a good knowledge of child protection and understand their roles and responsibilities to safeguard children's welfare.
- The provider, manager and staff have been pro-active in successfully addressing all the actions from the previous inspection. This demonstrates that the setting has good capacity for continuous improvement.
- Staff work in partnership with the local school. They ask teachers to provide updates about topics within school and take these into account when planning activities. This ensures that the children's time at the club is complemented and children's learning is fully supported.

It is not yet outstanding because:

- Staff have not yet considered how to help older children self-regulate their time when using popular activities to ensure that all children who show an interest are able to participate.
- Staff do not always make full use of opportunities such as lunch time to enhance children's already good social and conversational skills even further.

What the setting needs to do to improve further

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

- provide resources that help older children to self-regulate their time when using popular activities such as the computer, for example, by providing them with egg or sand timers
- maximise the opportunities over lunch time for children to enhance their social and conversational skills even further, by reducing the time they watch DVD's and engaging them in more conversation.

Inspection activities

- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector observed children of all ages engaged in learning activities indoors and outside.
- The inspector looked at documentation including children's records, learning and development information, staff records, a selection of policies and procedures and the setting's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Janet Fairhurst

Inspection findings

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

Staff know the children in their care well. This information, combined with observations and discussions with parents and children themselves, ensures that activities match children's interests and provide a variety of different challenges. As a result, children have fun, develop a strong sense of responsibility and learn through their play. Staff offer children any necessary support and encouragement but take care to not to intervene unnecessarily in their play and discussions. This contributes well to helping children become independent, active learners. Staff support children's developing reading and writing skills well. For example, children are encouraged to record their name on their own work. Staff help them spell out words so they can write their Easter message in their cards. Consequently, children are developing skills, which will support their learning as they move up through school. Children participate in experiences with enthusiasm. For example, children enjoy making Easter pictures and play computer games. However, the computer is clearly a popular activity and occasionally older children are so absorbed in their play younger children waiting to play lose interest.

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

Staff provide children with a safe and welcoming environment. Children clearly enjoy their time at the club. Many of the children have formed strong friendships with their peers and good relationships are evident between staff and children. An effective key-person system is in place and this contributes greatly to children's emotional well-being. Staff manage children's behaviour very well. Staff are positive role models and they are calm and respectful in their interactions with children. They encourage fairness and gently remind children of behaviour boundaries. Children's good health and safety are promoted well. For example, outdoors children enjoy practising their new skills of skipping. Children learn about healthy eating through topics and discussion. However, during lunch time staff miss opportunities to enhance children's social skills further and engage them in conversation. This is because all children watch a DVD while they eat.

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

Effective vetting and recruitment systems ensure staff are suitable to work with children and visitors to the club are closely supervised. The manager regularly reviews children's development records to monitor their progress. This helps to ensure that all staff are consistent in supporting children's learning and development effectively. The manager monitors staff performance on a regular daily basis while he works alongside them. This results in any concerns about their performance being picked up quickly and effectively addressed. Staff undertake relevant training, for example, they have attended courses in first aid and safeguarding. This has a positive impact on children's safety and well-being. Effective partnership working with parents ensures that they are well-informed about their children's activities and welfare needs. Staff engage in daily discussions with parents actively seeking their suggestions and ideas on how they can improve the club.

Setting details

Unique reference number	EY276713
Local authority	North Tyneside
Inspection number	996316
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	153
Name of provider	School's Out (Northern) Ltd
Date of previous inspection	21 October 2014
Telephone number	0191 2596127

Schools Out Priory was registered in 2001. The setting employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, during school term time and from 8am until 6pm during school holidays.

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