

# West Jesmond After School Club



Tankerville Terrace, Jesmond, Newcastle Upon Tyne, NE2 3AJ

**Inspection date** 12 May 2015  
Previous inspection date 19 October 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 dedicated staff form very positive relationships with children. Staff provide a variety of interesting activities that children enjoy. As a result, children are happy, confident and settle quickly.
- Children enjoy a range of healthy snacks and drinks. They follow good hygiene practices that support their overall well-being. Children have frequent opportunities for active play indoors and outdoors, which promotes their physical development. Consequently, they are learning about healthy lifestyles and self-care.
- Staff promote children's good behaviour highly effectively. They are excellent role models and provide clear expectations of children's behaviour. As a result, children play cooperatively with each other, which supports the development of their social skills.
- Partnerships with parents and school are very effective. Staff communicate regularly and confidently with parents and teachers. This contributes to promoting children's well-being and in meeting the changing needs of the families.
- Staff have a secure knowledge of safeguarding because they have benefited from regular training. They use effective risk assessments to minimise hazards inside and outdoors and, as a result, they maintain a safe environment for children.

### It is not yet outstanding because:

- All staff do not always take every opportunity to engage children in discussion and promote their good communication skills even further.
- Managers do not always deploy staff and resources as highly effectively during some routines, for example whilst waiting to change rooms.

## What the setting needs to do to improve further

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

- ensure that opportunities for children to develop their already good communication skills even further are not missed during routine activities, such as snack time
- improve the planning of activities to ensure that staff and resources are highly effectively deployed throughout the session.

### Inspection activities

- The inspector observed children's activities in the school hall, classroom and playground.
- The inspector talked to the nominated person, managers, staff, key persons and children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documentation, including a sample of policies and procedures, children's records and evidence of the suitability and qualifications of staff.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Cathryn Clarricoates

## Inspection findings

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

The quality of teaching is good. Staff know the children's needs and interests well, because they collect good quality information from parents and from the host school. This information and their own observations are used effectively to inform planning from the start. As a result, staff offer a wide range of stimulating activities and children are motivated and enthusiastic in their play. Children happily and freely choose to join in team games, paint pictures, construct models and help to prepare snacks. Staff interact with children as they play and support the development of children's communication and language skills well. However, staff do not always sit with the children, for example during snack time, so that they can talk about what has happened at school. Consequently, staff sometimes miss opportunities to discuss these experiences and interests, and develop children's communications skills even further.

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

Staff encourage children to contribute regularly to the planning of fun activities and healthy snacks. Consequently, children show a very strong sense of belonging. Staff use the key-person system highly effectively to establish very positive relationships with all children. They give children frequent praise and model good manners consistently. As a result, children's emotional security is extremely well promoted and their behaviour is good. Children play exceptionally well together and develop friendships across the different age groups. Staff liaise extremely effectively with teachers to support the continuity of children's care. In addition, managers have clear systems in place to ensure that all staff know when children will be attending various sessions at the club. Children enjoy many opportunities for vigorous physical exercise each day, in large indoor spaces and outdoors. Staff encourage children to take safe risks. For example, children complete their own risk assessments for activities, such as roller skating. As a result, they are learning how to play safely, and look after themselves and each other.

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

The managers and staff take all necessary steps to keep children safe and well. Robust recruitment and vetting procedures are used to ensure staff are suitable for their role. The staff team show a strong commitment to creating and maintaining a good-quality out-of-school club. The managers use self-evaluation well to identify priorities for improvement, including training needs. For example, the well-qualified staff regularly access training, including first aid and safeguarding, to update their skills and knowledge. This helps to support children's welfare. The monitoring of staff is good. However, managers do not always deploy staff and resources highly effectively during some daily routines. As a result, some children are not able to access high-quality activities for short periods of time, for example, before they move from the hall to the playroom. Partnership working with the school and parents is excellent and is used to identify those children who may benefit from extra support. Parents are very positive about the care given to their children.

## Setting details

<b>Unique reference number</b>	EY390793
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	859293
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	175
<b>Name of provider</b>	West Jesmond Primary School Governing Body
<b>Date of previous inspection</b>	19 October 2009
<b>Telephone number</b>	01912 782844

West Jesmond After School Club was registered in 1995. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday, term-time only. Sessions are from 8am to 8.45am and 3.15pm until 6pm.

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