

School's Out at Preston Grange



Preston Grange Primary School, Chiltern Road, North Shields, Tyne and Wear, NE29 9QL

Inspection date	18 November 2015
Previous inspection date	25 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff supervision is focused on improving the quality of teaching. This ensures that staff receive the individualised support and training they need to reflect on and improve their practice. As a result, the quality of teaching across the setting is now consistently good.
- Assessment information is used effectively to inform planning for individual children. As a result, all children are challenged appropriately and so make good progress in their learning.
- Staff communicate well with parents. They collect a wide range of information about what their children like, know and can do before they start at nursery. This helps their key person to plan effectively to meet the individual needs of all children.
- Children are well supported by adults to develop the skills they need to become independent in managing a range of self-care tasks. For example, children are encouraged to put on their own coats to go outside.

It is not yet outstanding because:

- There are not always sufficient resources available to fully support older children's attempts at independent writing.
- The impact of additional support provided by the setting is not always clearly evidenced. This is because procedures to monitor the progress of specific groups of children are not fully developed.

What the setting needs to do to improve further

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

- further enhance the learning environment for older children through the provision of additional resources to support their attempts at early independent writing
- improve the monitoring of the progress made by different groups of children, so that the impact of planned interventions is clear and shows that gaps in learning are closing.

Inspection activities

- The inspector observed activities in the main playroom as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Jayne Utting HMI

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have a good understanding of their responsibilities to keep children safe. First aid and child protection training is regularly updated. This, alongside good local partnerships and the consistent implementation of safe working policies ensures safeguarding arrangements are effective. Systems to evaluate what is working well and what needs to improve are accurate and take into account the views of staff, parents and children. Strengthened arrangements for supervision and checking staff performance has led to more consistent practice, particularly in relation to observation, assessment and planning. Managers keep a close check on the progress of individual children and provide extra support for those with identified needs, to good effect. However, monitoring the progress of specific groups of children is less well developed. This means that the impact of any interventions for particular groups of children, such as those with specific needs and/or disabilities, is not as clearly evidenced.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of the interests and needs of individual children to plan a wide range of exciting learning opportunities which both engage and challenge all children. Children are encouraged to initiate some activities themselves, with staff on-hand to support and extend their play as required. For example, a group of older children search for fossils in the 'swamp area'. One child notices that the blue glass fossil changes to green when placed on a yellow surface. Staff encourage him to work out why by recalling previous learning when mixing paint colours. Younger children love meeting a rabbit. Staff skilfully ask a range of questions to encourage conversation and so promote speaking skills and confidence. Key workers routinely undertake detailed observations and assessments, which are also shared with parents. This helps parents to know how to support children's learning at home.

Personal development, behaviour and welfare are good

Children behave well and are keen to learn because staff have high expectations and offer clear routines and boundaries. Staff encourage children to talk about how they feel and to understand the impact their actions have on others. Outdoor activities encourage children to take risks and challenge themselves through a variety of apparatus. Weekly 'physical literacy' sessions help to improve children's movement skills, so they are able to negotiate their environment with more confidence and control. Staff plan a range of interesting activities to help broaden children's knowledge of the world. For example, children enjoy using the map to explore how far an orange has travelled to reach their local supermarket. Staff take effective steps to ensure children move onto school with confidence.

Outcomes for children are good

Most children start nursery with skills that are typical for their age. The good quality care and teaching staff provide ensure all children are challenged and motivated to learn. As a result, all children enjoy nursery and are keen to join in, play and learn. Where concerns are identified, staff liaise with parents and other relevant professionals, ensuring children receive the individualised support they need to catch up.

Setting details

Unique reference number	EY299197
Local authority	North Tyneside
Inspection number	1005325
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	30
Name of provider	School's Out (Northern) Ltd
Date of previous inspection	25 November 2014
Telephone number	07960 933 450

Schools Out at Preston Grange is a private limited company, Schools Out (Northern Ltd) and was registered in January 2005. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a portable building in the grounds of Preston Grange Primary School and mainly serves pupils attending the school in which it is based. Children are cared for in a playroom with adjoining toilet facilities. They also have access to the school hall and grounds. The setting operates from 8.45am to 11.45am and 3.25pm to 5.45pm, term time only. A maximum number of 20 children can attend at any one time. There are currently 30 children on roll, 18 of whom are in the early years age range. There are eight staff working with the children, all of whom hold appropriate qualifications at level 3, including one manager, who holds an early years degree and has Early Years Professional status.

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