

Southridge Out of School Club



Southridge First School, Cranleigh Place, Whitley Bay, Tyne and Wear, NE25 9UD

Inspection date	20 October 2016
Previous inspection date	30 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The management team strive for continuous improvement and are clearly passionate and committed to their role. They use self-evaluation to recognise priorities for development. This helps to enhance future opportunities for children.
- Staff work very effectively with the host primary school and share relevant information with teachers. This enables them to complement children's experiences and activities to support them to progress well.
- Children are actively encouraged to take ownership and show high levels of confidence and independence. Staff create a home-from-home environment and children are extremely happy, relaxed and settled in their surroundings.
- Staff promote children's personal, social and emotional development exceptionally well. They foster a culture of teamwork where children play well together and older children offer help and support to younger children. This makes a strong contribution to children's well-being.
- Children gain a wide range of skills needed to support their future learning. Staff continue to deliver the learning and development requirements of the early years foundation stage to maintain good levels of practice.

It is not yet outstanding because:

- Occasionally, staff do not always provide enough differentiation during adult-led activities to meet children's interests.
- Staff do not always make the best use of opportunities to enhance children's understanding of cause and effect and how things work.

What the setting needs to do to improve further

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

- provide more differentiation during adult-led activities to meet the individual interests of all children
- maximise opportunities for children to further develop their understanding of how and why things work.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and nominated person, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of child protection procedures. They know what to do if they have any safeguarding concerns about children in their care. In addition, staff have a good awareness of their responsibilities to protect children who may be at risk of being exposed to extreme ideas about what is right and wrong. The management team place a high priority on promoting children's welfare. For example, they monitor accident and incident forms to prevent future occurrences and implement a password system for the collection of children. Staff ensure the indoor and outdoor environments are safe and secure for children to play and learn. There are effective systems for recruitment, induction and vetting to ensure staff fully understand the expectations. For instance, potential candidates are involved in a formal interview process, complete written tasks and are observed carrying out an activity with children. Staff are well qualified and have attended relevant training which helps to further their professional development.

Quality of teaching, learning and assessment is good

Interactions between staff and children are good. Overall, staff provide children with a wide variety of fun and exciting opportunities to help them to be interested and motivated in their play. Children's expressive arts and design skills are promoted well. Staff encourage children to develop their creativity and express their ideas. They thoroughly enjoy participating in messy play activities, including making their own gloop. Younger children engage in imaginary play and link their learning to real-life experiences while they use a selection of small-world resources. Staff introduce children to simple mathematical concepts. For example, older children talk about distance and measure as they fly their rockets in the outdoor area, to see which travels the furthest. Parents receive verbal feedback from staff on a daily basis and are provided with newsletters to keep them informed. They speak highly about staff and the service on offer.

Personal development, behaviour and welfare are outstanding

Children behave very well and fully understand the rules and boundaries. They receive positive praise and encouragement from staff to enhance their self-esteem and assurance. Children feel valued and respected and are continually asked what they would like to do throughout the session. Children are polite, well mannered and show kindness to each other. Staff successfully support children to learn about differences and similarities in people, and to explore culture and diversity. Strong links have been established with the local community. For example, children help to arrange fundraising events for charities in the area. Children have an excellent understanding of how to keep themselves and others safe. They complete their own risk assessments comfortably to identify and eliminate any potential hazards, such as not placing chairs correctly underneath the table after snack time. Staff have a very good understanding of how to support healthy lifestyles. They reinforce the importance of following effective hygiene practices and encourage children to enhance their self-care skills. Children are provided with numerous opportunities to be active and extend their physical development. In addition, children learn about healthy foods and are involved in growing their own vegetables.

Setting details

Unique reference number	EY452594
Local authority	North Tyneside
Inspection number	1066258
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 9
Total number of places	24
Number of children on roll	40
Name of registered person	Good Time Childcare Limited
Registered person unique reference number	RP905723
Date of previous inspection	30 January 2013
Telephone number	07528417196

Southridge Out of School Club was registered in 2012. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above, including one member of childcare staff who holds early years professional status. The setting opens Monday to Friday, from 3.15pm to 6pm, during school term time.

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