

Clowning Around Ltd

Ravenswood Youth Club, Ravenswood Road, NEWCASTLE UPON TYNE, NE6 5TU



Inspection date	20 October 2016
Previous inspection date	25 March 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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders regularly review the quality of the provision and identify areas for development. They use various ways to gather the views of children and parents. This helps leaders to make ongoing improvements to the setting.
- Children demonstrate excellent physical skills. Older children make full use of the large hall to practise gymnastic and dance sessions. They move their bodies freely and show very good control and coordination. Younger children chase bubbles in the large outdoor area and ride around on bikes and cars.
- Children make independent choices in their learning. Staff provide them with a very wide range of toys and resources to choose from. Play areas are well organised and reflect the interests of children. Staff complete regular observations as children play and use these to make assessments of children's learning.
- Partnerships with parents and other professionals are strong. Leaders and staff share regular information with others regarding children's care and development needs. This helps to provide a continued approach to children's learning.
- Children make good progress. They develop a range of key skills needed for their future learning and eventual move on to school. Children learn to count and use mathematical language as they play. For example, when playing in the sand tray children use words such as full, empty, more and less.

It is not yet outstanding because:

- Supervision sessions are not yet sharply focused on reviewing the quality of teaching to support children to make even greater rates of progress.
- Monitoring systems are not used highly effectively to assess the progress or identify any gaps in learning of different groups of children.

What the setting needs to do to improve further

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

- review existing supervision sessions to precisely evaluate the impact of teaching and raise children's outcomes to the highest level.
- enhance the already good monitoring systems to swiftly assess the progress or identify any gaps in learning of different groups of children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the room leader.
- The inspector held a meeting with the setting manager and provider. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff demonstrate a good knowledge of safeguarding requirements. They can identify potential signs of abuse and know how to respond to any concerns they may have about a child in their care. Regular risk assessments are completed and routinely reviewed. This helps to provide a safe and secure environment for children. Leaders and staff access regular training opportunities and keep up to date with changes in guidance and legislation. The well-qualified staff team demonstrates a good understanding of how children learn. They share practice ideas and evaluate activities. This helps to identify what children need to learn next. Leaders and staff make full use of opportunities for children to develop an understanding of the wider world. Activities and resources reflect a wide range of cultural and diverse backgrounds. Children have opportunities to learn about families and traditions from around the world. Leaders have created a reference file to share information with parents at home regarding the importance of promoting equality and diversity.

Quality of teaching, learning and assessment is good

Children engage well in their play. They are confident, creative learners and invent their own games. Children talk to adults and visitors about what they are doing. They follow simple instructions well and know what is coming next in the routine. Children participate in story and song time. Staff ask well-timed questions and invite children to think about what might happen next in the story. Children join in with familiar words and phrases, and develop new vocabulary quickly. They choose puppets from a song bag and immediately recognise the nursery rhyme. Children demonstrate very good imagination skills. They take part in imaginary tea parties and make invitations for each other to attend. Children dress up and take on roles of other characters.

Personal development, behaviour and welfare are good

Children form very positive relationships with staff and each other. They seek out others to share their experiences and invite each other into their games. Staff work alongside younger children to support them to take turns and share resources. This helps children to begin to manage their own feelings and behaviour. Staff offer praise and encouragement throughout all aspects of the day. This helps to develop children's self-confidence. Children follow good hygiene practices and tend to their own self-care needs. Staff support children to understand why it is important to stay healthy. Children are provided with a choice of nutritious snacks and drinks. Staff offer good settling-in procedures. Parents are invited to complete All about me information. Staff learn about children's preferences, likes and dislikes and what they can already do when starting the setting.

Outcomes for children are good

Children are motivated to learn and demonstrate a willingness to complete small tasks. Children's literacy skills are well supported. They make marks in paint and sand. Children also make marks with chalks in the large outdoor area. They make new discoveries in their learning and show perseverance when managing self-chosen challenges.

Setting details

Unique reference number	EY453151
Local authority	Newcastle
Inspection number	1066298
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	80
Number of children on roll	162
Name of registered person	Clowning Around Ltd
Registered person unique reference number	RP524882
Date of previous inspection	25 March 2013
Telephone number	07903718362

Clowning Around Ltd was registered in 2014. The setting employs 23 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3, including one with qualified teacher status. The setting opens from Monday to Friday and all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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