

Pre-School and After School Club at Whalton School Limited

Out of School Club Building, Whalton C of E First School, MORPETH,
Northumberland, NE61 3XH

Inspection date

3 November 2016

Previous inspection date

13 June 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The committee has not provided Ofsted with the necessary information to ensure full suitability checks are completed for all members. This poses a risk to children's welfare.
- Systems for monitoring staff performance are not rigorous or consistent enough, in order to strengthen the quality of teaching even further.
- Staff do not always plan precisely for what children need to learn next to promote further rapid progress.

It has the following strengths

- The manager and staff implement a good range of policies and procedures, including the collection of children and how to respond to children following an accident or incident. In addition, staff carry out daily checks on the environment to ensure the premises are safe and secure.
- Children's communication and language development is effectively promoted. Staff interact positively with children as they play, ask purposeful questions and allow them to respond for themselves. This helps to support children's thinking skills.
- Parents regularly view their children's learning journey files to enable them to continue their development at home. They are encouraged by staff to share ongoing information about their children's abilities, for example, through the use of a written diary and Wow moments.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

- | | |
|--|------------|
| ■ ensure that Ofsted is provided with the necessary information to complete full suitability checks for all committee members. | 24/11/2016 |
|--|------------|

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

- enhance performance management arrangements to help to raise the quality of teaching to the highest level
- strengthen planning systems to focus more closely on what children need to learn next and promote even greater progress.

Inspection activities

- The inspector viewed all areas accessed by children including the outdoor environment.
- 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 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 inadequate

The arrangements for safeguarding are not effective. The committee has failed to provide Ofsted with the required information to carry out checks that ensure all members are suitable for their role. Nevertheless, staff fully understand the procedures to follow if they have any child protection concerns. The manager uses self-evaluation to recognise strengths and priorities for improvement. Staff are passionate and enthusiastic, and strive to provide children with good quality care and education. They show a commitment to their professional development. Staff attend training courses, including first aid, and work towards higher level qualifications to continually update their knowledge. However, performance management systems are not yet sufficiently targeted to consistently raise the quality of teaching to an outstanding level. Staff have developed strong links with the host primary school and work closely with teachers to complement children's learning.

Quality of teaching, learning and assessment is good

Staff use their good teaching skills to effectively extend children's interests. Older children are encouraged to offer guidance and direction to younger children throughout their learning. Parents work alongside staff to establish their children's starting points on entry to the setting. Staff regularly observe and assess children's learning and development to highlight their achievements and accomplishments. However, children's individual next steps in learning are not always sharply focused to increase their levels of attainment further. Staff successfully foster children's understanding of the world. For example, children develop their technology skills and thoroughly enjoy participating in small-world play. Furthermore, children learn about culture and diversity and explore a selection of festivals. Staff support children to be creative and to freely express their own ideas.

Personal development, behaviour and welfare are inadequate

Children's welfare cannot be guaranteed. Parents cannot be assured of the suitability of committee members who are legally charged with making decisions that affect their children. Nevertheless, the key-person system is effective and helps children to form secure attachments and develop close bonds with staff. Children are very well supported for their future move on to the next stage in their learning. The environment is bright, welcoming and stimulating, and staff are caring and nurturing. Children's behaviour is good. They listen well to rules and boundaries and are starting to know what is expected of them. Staff actively involve children in group activities to enhance their personal, social and emotional development. Children gain their own awareness of healthy lifestyles and take part in physical play activities.

Outcomes for children are good

All children make good rates of progress and develop key skills in readiness for school. They are independent and feel confident to make their own choices and decisions. Children show excitement and engagement as they participate in a wide selection of interesting and motivating learning experiences. They are starting to understand simple mathematical concepts. Children develop their problem-solving skills, for instance, as they use tools to hammer tacks into pumpkins.

Setting details

Unique reference number	EY224665
Local authority	Northumberland
Inspection number	1064306
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 9
Total number of places	24
Number of children on roll	56
Name of registered person	Pre-school and After School at Whalton School Limited
Registered person unique reference number	RP520425
Date of previous inspection	13 June 2013
Telephone number	01670 775093

Pre-School and After School Club at Whalton School Limited was registered in 1999. The setting employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The pre-school opens Monday, Wednesday and Friday from 9am to midday, and Tuesday and Thursday from 12.10pm to 3.10pm, during school term time. The breakfast club opens Monday to Friday from 7.45am to 8.45am. The after school club opens Monday, Tuesday, Wednesday and Thursday from 3.10pm to 5.30pm, and on Friday from 3.10pm to 5pm. The setting receives funding for the provision of early education for three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

