

So Schools Out Loddon

Loddon Infant And Nursery School, Kittens Lane, Norwich, NR14 6JX



Inspection date

22 November 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Not applicable	

Summary of key findings for parents

This provision is good

- Management is committed to making continuous improvements to the club. The manager makes effective use of local professional networks to support her in providing skilful leadership to the staff team.
- Settling-in procedures support children to feel comfortable and welcome. Staff provide children with photographs of the club and invite them to visit with their parents before they begin. This helps children to become familiar with the environment. Parents say that their children look forward to coming to the club.
- Partnership working is very effective. The manager regularly meets with children's schoolteachers to share her own observations of their achievements and find out about what they are learning at school. This information helps staff to plan an interesting range of activities that complements children's learning.
- Children experience seamless moves between school and the club that are calm and well organised. This supports them to feel emotionally secure.
- Children have fun and behave well. They form close bonds with the enthusiastic staff. Staff provide activities that encourage children of different ages to socialise together as they play. They develop firm friendships and a strong sense of belonging in the club's home-from-home atmosphere.

It is not yet outstanding because:

- Although staff plan activities that help children to respect and celebrate their differences, they have not yet done enough to promote children's greater understanding of the diversity of a wider range of people and communities.
- Staff occasionally direct children too much during adult-led activities. On occasions, when an activity is challenging, staff intervene too quickly to give instructions or to complete the task for children.

What the setting needs to do to improve further

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

- support children to develop a greater understanding of people, families and communities beyond their own experiences
- give children more opportunities to keep on trying and to find solutions for themselves if they encounter difficulties, in order to support their developing independence and self-motivation further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and spoke with the registered person. She looked at relevant documentation, such as a selection of policies, procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the known indicators of abuse and neglect. They understand how to follow the local procedures to safeguard children if they have concerns about the safety or well-being of a child. Regular supervision meetings provide opportunities for staff to discuss and improve their practice. The manager helps staff to identify how to develop their knowledge and skills further, including identifying relevant training for them to attend. The manager swiftly identifies and tackles any underperformance of staff. Management regularly seeks the views of children, parents and staff. This helps them to reflect on what they provide for children. They identify where to make minor adjustments to ensure good standards of care and enjoyable experiences are provided. Staff share the clear and concise policies with parents when children first begin. The staff team regularly discusses and reviews the policies and procedures to ensure that they reflect current good practice and the most recent legislation.

Quality of teaching, learning and assessment is good

The qualified and experienced manager is key person to all of the children in the early years age range. There is a three-way flow of information regarding children's care and learning between the club, school and parents. Parents value this joined-up approach to supporting children's development. It also helps staff to prepare children for their future learning. Activities that staff provide are very engaging for children. For example, they recently created activities linked to stories by a popular author. Parents comment that their children thoroughly enjoyed these experiences. Staff encourage children to make choices about which activities they would like to join in with. Activities that staff provide have opportunities for children to practise their small-muscle movements, including skills for writing. For example, during a craft activity, they use chalk to draw road markings on a large sheet of paper. Staff demonstrate different ways of using the various materials during the activity.

Personal development, behaviour and welfare are good

Staff find out relevant information about children's needs and home lives from children, parents and previous settings that children have attended when they first begin. This helps staff to identify how best to support them. Robust procedures are in place to maintain children's safety and well-being. For example, if a child has an accident in the outdoor area, staff summon help using a portable radio device. This means that the play of other children is not disturbed. Staff record any accidents that occur and inform parents appropriately. Children enjoy daily opportunities to play actively outside in the school playground. This helps to meet their need for physical exercise and fresh air. Staff also use a garden area creatively. For example, they help children to grow vegetables there. This supports children to develop an understanding of where food comes from. Staff invite children to help plan the nutritious menu. Children chat freely to the attentive staff and each other during the social snack and mealtimes. With staff as good role models, children show kind and thoughtful behaviour. For example, children readily pause their own activity to help others.

Setting details

Unique reference number	EY483943
Local authority	Norfolk
Inspection number	996986
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	4 - 11
Total number of places	26
Number of children on roll	59
Name of registered person	So Schools Out Limited
Registered person unique reference number	RP908183
Date of previous inspection	Not applicable
Telephone number	01603 280454

So Schools Out Loddon was registered in 2014. The club employs three members of childcare staff. Of these, two hold early years qualifications at level 3 and one at level 2. The club opens from Monday to Friday during school term time. Sessions are from 7.30am to 9am and from 3.15pm to 6pm.

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

