

# 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

<b>Inspection date</b>	6 March 2017
Previous inspection date	3 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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

- The manager and staff have taken immediate and effective action since the last inspection and significant improvements have been made to address the previous actions. The whole team has a strong determination and passion to drive further improvement.
- Children make good progress as a result of interesting and well-planned activities and learning opportunities. Staff take account of children's interests. Consequently, children are challenged and stimulated and are very engaged in their play. The quality of teaching is very good.
- Children's well-being is given the highest priority. Children thrive in this very happy and welcoming environment. Their behaviour is excellent and they learn to share and take turns as they play.

### It is not yet outstanding because:

- Performance management is not yet firmly embedded to clearly demonstrate how the good quality teaching is continually monitored and how the information gained is used to shape and support staff's professional development.
- The manager and staff do not routinely use contributions from parents to better inform the self-evaluation process.

## What the setting needs to do to improve further

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

- strengthen the performance management and monitoring systems further so that good quality teaching continues to be monitored and the information is used to shape and support staff's professional development in the future
- improve the systems to evaluate the provision and seek more focused feedback from parents.

### Inspection activities

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

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have an excellent understanding of the signs and symptoms of abuse and are confident to report any concerns. The manager has excellent safeguarding knowledge and demonstrates very effective partnership working with other agencies involved with children's care. Staff carry out detailed risk assessments and regular checks. They keep the premises secure and staff are effectively deployed across the setting. The management team and staff show a strong commitment towards the continued development of the setting. Effective recruitment and induction procedures are in place. Regular supervision meetings support all staff to understand their roles and responsibilities. The manager monitors the progress that children make. This ensures that opportunities for early intervention are quickly sought.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's starting points and interests. They provide very good levels of challenge for children to achieve and make progress in all areas of learning. Staff observe children carefully, question them skilfully and listen well to what they say. All children show a keen interest in books and have fun retelling their favourite stories. Their thinking skills are effectively promoted when staff ask them questions about why things happen. Children's communication and language development are skilfully incorporated into all activities. For example, children share their ideas about how to develop their game. Staff make good use of children's interests as a way of building on their knowledge. After noting children's interest in seeds within the fruit, staff encourage children to predict the outcome and then provide resources to investigate further. Children look at related books and engage in lively discussions with staff.

### Personal development, behaviour and welfare are good

Staff skilfully comfort and support children who are new to the setting to settle well. Their care needs are met as a result of good communication between parents and their child's key person. Children behave extremely well and are kind to each other. Their actions show they are aware of the setting's rules and behaviour boundaries. For example, they follow the rules for not running around indoors. Children enjoy a healthy snack, which they enjoy together. They have daily access to the outdoors where they can enjoy fresh air and exercise, as well as weekly opportunities to explore and experience the woodland environment. Partnerships with parents are a strength of the setting. Parents are delighted with the group and are keen to share their very positive views. They talk about how they value the approachable and supportive staff, and say they feel very welcome.

### Outcomes for children are good

Children are working comfortably within the typical range of development expected for their age. They develop good social skills as they play and share resources with their friends. Children are eager to learn and show sustained levels of interest during group activities and story sessions. They learn about mathematics as they play and during everyday routines. Children are swiftly becoming successful learners who are well prepared to move on to school.

## Setting details

<b>Unique reference number</b>	EY224665
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	1078098
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 9
<b>Total number of places</b>	24
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Pre-school and After School at Whalton School Limited
<b>Registered person unique reference number</b>	RP520425
<b>Date of previous inspection</b>	3 November 2016
<b>Telephone number</b>	01670 775093

Pre School and After School Club at Whalton School Limited was registered in 1999. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. 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 provides funded early education for two-, three- and four-year-old children.

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