

# Schools Out Childcare

Archibald Street, Gosforth, Newcastle upon Tyne, Tyne and Wear, NE3 1EB



|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 24 May 2017  |
| Previous inspection date | 19 June 2014 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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   |                         | Not applicable |          |

## Summary of key findings for parents

### This provision is good

- Staff place high priority on promoting children's emotional well-being and sense of belonging. Children enjoy their time at the club and are happy and confident.
- Parents are kept well informed about the club, the activities and the policies and procedures. Staff warmly welcome parents on arrival and share any relevant information to keep them up to date.
- Staff observe children to find out what they can do and to identify their interests so they are able to complement children's learning.
- Children are well behaved and develop strong friendships. Staff have high expectations and provide a consistent approach to managing children behaviour. Children learn to respect and value others. They work and play harmoniously and offer each other support and encouragement.

### It is not yet outstanding because:

- The evaluation of the impact of staff practice does not lead to highly focused staff professional development opportunities, in order to continually raise the quality of experiences and staff interaction.
- Staff do not explore alternative activities and resources outdoors for children who prefer not to take part in large physical activities.
- The system for self-evaluation is not yet rigorous enough to identify all areas for improvement.

## What the setting needs to do to improve further

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

- evaluate more sharply the impact of staff practice and provide highly focused professional development opportunities to raise the quality of experience and staff interaction to an even higher level
- enhance the range of activities and resources available to provide for all children's interests, particularly those who enjoy playing outside
- develop self-evaluation further to clearly identify areas for future development.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching during activities and assessed the impact on children's progress. The inspector spoke to staff and children throughout the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at records and documentation, including evidence of the suitability of adults within the club.
- The inspector spoke to parents and took account of their comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff are suitably trained in child protection issues and know the procedure to follow if they are concerned about a child's welfare. There are robust recruitment systems and effective arrangements in place to ensure staff's ongoing suitability. There are effective arrangements to ensure children's safety while at the club and when they are collected from their classrooms. Staff conduct daily checks to ensure the environment and resources are suitable and safe. The club has established a good working relationship with the host school. Staff share information with them and liaise between parents and school.

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

Staff work hard to ensure the environment they provide and experiences on offer complement the children's day at school. Overall, good attention is given to organising the resources so that they are freely assessable to children and they can choose what to do. This results in children quickly deciding what to play with and settling into activities that interest them. They work independently and in groups, developing strong bonds with their chosen friends. Children's creativity is promoted well by staff. They provide a varied range of resources and materials for children to explore creatively. Staff ask children purposeful questions and they have lively conversations as children describe the pictures they are making that will turn into stained glass windows. Staff are good play partners and interact well with children. They also give children the space and time to play independently.

### Personal development, behaviour and welfare are good

The environment indoors and the outside area are safe, clean and well considered with the needs of children in mind. Children have plenty of opportunities for outdoor play and use a challenging range of large and small physical play apparatus and equipment. Children thoroughly enjoy being outdoors in the fresh air. They have close relationships with staff, who meet their care needs well. The key-person system is used well to help staff get to know their assigned children and identify where they need support. For example, staff identify children who need help with their bags and washing their hands. Children are well behaved, know the codes of behaviour and respond easily to instruction. Staff place a good priority on teaching children how to stay safe. For example, children learn about how to keep safe when they use the internet and how to minimise risk. Children have access to healthy snacks after school and staff remind them to keep hydrated, particularly during hot weather and after physical exercise.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | 319297  |
| <b>Local authority</b>                           | Newcastle   |
| <b>Inspection number</b>                         | 1087804   |
| <b>Type of provision</b>                         | Out of school 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>                     | 3 - 8   |
| <b>Total number of places</b>                    | 48  |
| <b>Number of children on roll</b>                | 26  |
| <b>Name of registered person</b>                 | Margaret Rose Vent  |
| <b>Registered person unique reference number</b> | RP910218  |
| <b>Date of previous inspection</b>               | 19 June 2014  |
| <b>Telephone number</b>                          | 07817 744889  |

Schools Out Childcare registered in 1992. The club employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time only. Sessions are from 8am until 9am and from 3pm until 6pm.

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