

# School's Out at Langley

Langley Avenue, Whitley Bay, Tyne and Wear, NE25 9DF



<b>Inspection date</b>	18 August 2017
Previous inspection date	29 January 2015

<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		Good	2

## Summary of key findings for parents

### This provision is good

- The manager and provider effectively use self-evaluation systems to recognise strengths and priorities for future development. This helps to maintain continuous improvement.
- Staff have established good partnerships with parents. They keep parents informed about their children's activities and daily routines to enable them to continue their child's learning at home.
- Children behave well. Staff use clear explanations to manage children's behaviour and support them to understand appropriate rules and expectations.
- Staff work very closely with teachers from the host primary school to enable them to complement children's learning and development. Children are well supported with their future moves and become extremely familiar with their new environment.
- Children of all ages develop good friendships with their peers and interact positively with each other. They are happy, relaxed and thoroughly enjoy attending the setting.

### It is not yet outstanding because:

- Systems for monitoring ongoing progress for individual children and groups of children are not yet focused precisely on helping them to make even greater progress.
- Staff do not consistently make the best use of opportunities and resources to enhance children's technology skills and their understanding of cause and effect.

## What the setting needs to do to improve further

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

- strengthen tracking systems to more closely monitor children's ongoing development and rapidly close any gaps in their learning
- maximise opportunities for children to further develop their technology skills and their understanding of how and why things work.

### Inspection activities

- The inspector viewed all areas of the setting accessed by children and observed play and learning opportunities.
- The inspector carried out a joint observation with the provider and spoke to staff members in the setting.
- The inspector carried out an interview with the provider and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's self-evaluation form.
- 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 good

The arrangements for safeguarding are effective. Staff are fully aware of the possible signs and symptoms of abuse and neglect. They confidently know who to notify if they have any child protection concerns. Children have a good awareness of how to keep themselves and others safe. For example, staff continually reinforce safety boundaries and arrange visits from people who help in the community, to further extend children's understanding of health and safety. The majority of staff are well qualified. They frequently attend training courses to refresh their skills and knowledge. Performance management systems are successful. Staff participate in supervision meetings to discuss their role and regularly share ideas and suggestions with each other to enhance future practice. These opportunities support staff to extend their professional development.

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

Overall, staff plan a good range of adult-led activities and child-initiated play experiences. This helps children to be focused and motivated in their learning. Staff have a secure knowledge of children's individual interests. They observe children to highlight their achievements and to identify what they need to learn next. Staff effectively foster children's expressive arts and design skills. They encourage children to be creative and to actively express their own ideas and thoughts. Children have vast opportunities to extend their physical development. They show excitement as they engage in energetic play in the outdoor area and practise their sports skills with an external coordinator.

### Personal development, behaviour and welfare are good

Staff create a bright, friendly and welcoming environment. Children have a strong sense of belonging in their surroundings, which contributes effectively to their emotional well-being. Staff support children to learn about differences and similarities in people. They arrange fundraising events for charities to help children to understand that some people are less fortunate than others. Healthy lifestyles are promoted well. Children follow good hygiene practices, including hand-washing procedures and talk about the importance of healthy eating. For instance, children have recently been involved in visiting a local restaurant, where they took part in cookery and discussed healthy food choices.

### Outcomes for children are good

All children make good progress and develop key skills to support the next stage in their learning, including school. Children listen well to simple instructions and are willing to have a go. Younger children are confident in their communication and language skills. They talk about what is happening and provide a running commentary during their play. Older children develop good levels of independence and self-care skills and are fully aware of how to manage their own feelings.

## Setting details

<b>Unique reference number</b>	310224
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1090718
<b>Type of provision</b>	Full-time 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 - 12
<b>Total number of places</b>	45
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	School's Out (Northern) Limited
<b>Registered person unique reference number</b>	RP904170
<b>Date of previous inspection</b>	29 January 2015
<b>Telephone number</b>	07989 720002

Schools Out at Langley registered in 2000. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The setting offers playgroup provision, wraparound care and before and after school care. It opens Monday to Friday, from 7.30am until 5.45pm, during school term time. It is also open Monday to Friday, from 8am until 6pm, during school holidays. The setting receives funding for the provision of free early education for two- and three-year-old children.

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