

# So School's Out Easton

St Peters First School, Marlingford Road, Norwich, NR9 5AD



<b>Inspection date</b>	9 November 2017
Previous inspection date	Not applicable

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

- The provider and staff continually reflect on what they provide for children. They seek children's views, such as what resources and activities they would like to do. The environment and opportunities within it change daily to take account of children's views.
- Staff share daily information with parents about children's well-being and the experiences they have had in the club. Staff work closely with parents when children first start to help them to settle into the new environment. Parents comment positively about what is provided and the care their children receive.
- Children build good friendships with others. Older children help and reassure the younger children. They play cooperatively together and are kind to each other. Children build good relationships with staff and enjoy to play alongside them. Children talk to staff about their lives outside the club and staff listen eagerly.
- Children are confident and independent. They know the club's routines and readily seek out staff when needed. Staff praise children often to support their self-esteem.

### It is not yet outstanding because:

- The effectiveness of staff's interactions with children is not yet thoroughly evaluated to support the continued development of staff practice.
- Staff do not achieve highly successful partnership working with the local school. While they share some information, they do not develop close links to help them to enhance children's school experiences within the club.

## What the setting needs to do to improve further

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

- support staff to reflect more on the effectiveness of their interactions with children to help them to continually improve practice and provide high-quality experiences for children
- strengthen partnership working with the local school to enhance children's experiences and help them to consolidate their knowledge and skills.

### Inspection activities

- The inspector observed the activities indoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club owner.
- The inspector held a meeting with the club owner. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know how to respond to any concerns they have about children's welfare. They are aware of the signs that a child may be at risk of harm and of situations which are harmful to children. Safe recruitment procedures are followed to ensure that those staff who work with children are suitable to do so. The provider continues to check staff's ongoing suitability. Staff make regular checks of the environment to ensure it is safe for children and they are vigilant throughout the session. The provider encourages staff to access training opportunities and to complete their own independent research. Staff bring in their new ideas for activities and resources so that children continue to be offered a wide range of interesting opportunities. The provider and staff regularly discuss all aspects of provision. They are aware of the club's strengths and identify further areas to develop, to secure the continuous improvement of provision.

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

Staff know the children well. They take account of the age, dispositions and interests of each child who attends on a daily basis. They plan activities which sustain children's interest throughout the session. Staff provide opportunities for children to be creative and develop their own ideas. Children engage for sustained periods as they think and create using different materials. They develop their imagination as they make space rockets, which they continue to use throughout the session to develop stories about space with their friends. Children concentrate as they carefully cut, stick and glue. They use a range of resources, such as scissors, to promote their physical development. Staff encourage children to keep trying when they run into difficulty. Children enjoy to look at books and listen to stories. Staff extend children's knowledge and understanding as they ask questions to, which children are keen to respond. This helps children to develop their communication and language skills.

### Personal development, behaviour and welfare are good

On arrival, staff welcome children warmly. Children are excited to arrive and quickly settle to self-chosen activities. Mealtimes are sociable occasions and children are keen to volunteer to serve a healthy snack to their friends. They clear away after snack and quickly return to activities. Children politely ask others to pass them resources and are happy to wait for their turn. Older children encourage younger children to join in their imaginative play. They serve them pretend food. Staff support children in the activity and teach them about different food preferences, for example, they explain that vegetarian food does not include meat. Children have physical opportunities indoors and outdoors. They use a range of equipment to help develop their physical skills, such as a bat and ball. Indoors, children create a spontaneous activity and take it in turns to aim objects at a target. Staff encourage children to be independent, such as when getting ready to go outdoors and packing their on bags to go home.

## Setting details

<b>Unique reference number</b>	EY491274
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1022818
<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>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	So Schools Out Limited
<b>Registered person unique reference number</b>	RP908183
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01603280454

So School's Out registered in 2015 and is privately run. The club is open Monday to Thursday from 7.30am to 9am and 3pm to 6pm, and on Friday from 7.30am to 9am, during school term time only. The club employs four members of staff, two of whom hold an appropriate early years qualification at level 3.

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