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|--------------------------|---------------|
| <b>Inspection date</b>   | 29 March 2018 |
| Previous inspection date | 11 July 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 interact well with children and the quality of their teaching is good. They use their qualifications well to implement a wide range of effective strategies to promote children's learning.
- The experienced staff team create a stimulating environment where children are happy and engaged. Children make friendships across the age groups and play cooperatively together.
- Children extend and build upon the skills they learn and develop in school. They enjoy literacy activities, such as reading and writing, indoors as well as outdoors.
- Children demonstrate good levels of independence in the club. They take care of their belongings and enjoy selecting activities to direct their own play.
- Children's behaviour is very good. Relationships between members of the staff team provide a good, positive role model from which children learn to behave well towards each other.

### It is not yet outstanding because:

- Staff do not always promptly obtain information from parents regarding what they know about their child's interests before they begin at the club.
- Managers do not use self-evaluation as effectively as possible to identify highly focused targets for improvement.

## What the setting needs to do to improve further

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

- strengthen the system for parents to share information about their child's interests before they start at the club
- use self-evaluation more effectively to identify highly focused targets for improvement to help complement children's learning in school even further.

### Inspection activities

- The inspector observed the activities indoors and outdoors 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 one of the club managers.
- The inspector held a meeting with the club managers. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Nicola Jones

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know how to respond should they be concerned about a child's welfare. Effective risk assessment procedures keep all areas accessed by children safe. Close supervision is maintained when children access spaces, such as the school field and when they arrive at the club. Children are aware of behavioural expectations. Staff reinforce rules before children embark upon activities, such as walking through school to the playground and field area. Staff are well supported. Effective procedures are in place, such as training opportunities and regular supervision meetings and discussions. This helps staff to talk and share their ideas about the club and helps them to improve their interactions with children. The manager maintains an overview of the activities provided for children. She ensures that experiences provided support children's learning and complement the skills they develop in school.

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

Children show high levels of confidence when they explore the range of stimulating resources provided for them. Staff support them well when they engage in physical activities, such as obstacle courses, on the school field. They challenge children and ask questions, such as, 'Can you go through the hoop without touching it?' Children are motivated to challenge themselves further once the activity has finished. For example, they continue to practise their balancing skills by placing cones on their heads and stepping over small hurdles. Partnerships with the host school are strong. Effective information is shared between school teachers and staff in the club. This is used well to provide activities that complement children's learning in school.

### Personal development, behaviour and welfare are good

Children are happy to attend the club following their day in school. Parents state their children often do not want to leave when they collect them to go home at the end of the evening. Staff support children's emotional well-being effectively. They sit with children and talk to them about their day in school. For example, children share the eggs they have decorated for an Easter event in school. They show they are proud of their achievements and staff praise their efforts. A warm and friendly environment is provided for children. This helps them to form strong relationships with staff and other children present. Children enjoy interacting with the older children and they are motivated to explore the resources available to them. A strong emphasis is placed on developing children's good health and physical well-being. Routines, such as regular handwashing, are encouraged and children are provided with regular opportunities to be physically active outdoors.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY384328  |
| <b>Local authority</b>                           | Newcastle   |
| <b>Inspection number</b>                         | 1104874   |
| <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>                    | 80  |
| <b>Number of children on roll</b>                | 31  |
| <b>Name of registered person</b>                 | Playsafe Ltd  |
| <b>Registered person unique reference number</b> | RP905378  |
| <b>Date of previous inspection</b>               | 11 July 2014  |
| <b>Telephone number</b>                          | 07517258818   |

Playsafe Ltd registered in 2008. The setting employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 or higher. The setting opens from Monday to Friday, term time only. Sessions are from 7.45am until 9am and 3.15pm until 6pm.

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