

# School's Out at Preston Grange



Preston Grange Primary School, Chiltern Road, North Shields, Tyne and Wear, NE29 9QL

## Inspection date

9 July 2018

Previous inspection date

18 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Staff have a good understanding of children's individual needs and their current stage of development. Children make good progress in their learning and develop the key skills needed for the next stage in their learning and starting school.
- Partnership working with the local school is effective. Staff regularly share valuable information with other professionals to support continuity in care and learning for children.
- The manager makes sure that all children receive good standards of care. Children are very happy, safe and demonstrate they feel emotionally secure. Staff are kind and nurturing. They provide a warm and welcoming environment for children.
- Staff frequently review the activities and experiences they offer children to ensure they reflect their interests. The manager monitors and reviews children's progress to make sure that there are no gaps in their development.
- The provider has detailed recruitment and induction procedures in place to ensure that all staff are suitable to carry out their roles and responsibilities.

### It is not yet outstanding because:

- The manager has not fully embedded ways to raise staff knowledge and the quality of teaching to an even higher level.
- Children do not have enough opportunities to explore and investigate technology, and develop their understanding of how things work.

## What the setting needs to do to improve further

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

- monitor staff practice more precisely and focus professional development opportunities to raise the quality of the already good practice to an outstanding level
- extend the opportunities for children to explore and investigate technology to develop their learning further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection, looked at written comments from parents and took account of their views.
- The inspector spoke to staff and children throughout the inspection.

### Inspector

Melanie Vincent

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff have a good knowledge of how to protect children, including who to contact to seek advice or raise concerns. Children enjoy a safe and secure learning environment. The manager evaluates the service that the setting provides. She identifies the positive impact on children's learning and where improvements need to be made. For example, there are plans in place to develop the outdoor area for those children who prefer to learn outside. Partnerships with parents are good. Information is regularly shared with parents about children's care needs, to help support children to receive consistency of care. Parents are very complimentary about the quality of care that their children receive.

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

Staff use observations and assessments of children's learning effectively to identify and plan for what children need to learn next. Children concentrate well and they become absorbed in activities, such as making and decorating telescopes. They handle tools, such as scissors, with increasing physical control as they cut and join materials. Children show great imagination and skill as they create sea creatures from construction materials. They persevere with their projects for long periods of time. Staff plan activities that take account of children's interests. Children delight in dressing up as pirates and join in a treasure hunt outdoors. They develop their physical skills as they march, tiptoe, balance and run during the game. Children chat to each other and discuss what they are doing. Staff promote children's communication skills very well. They engage children in meaningful conversations and skilfully ask questions to build on what they already know.

### Personal development, behaviour and welfare are good

Staff collect appropriate and detailed information about children before they start. This helps them to respond quickly and meet children's care needs effectively. Staff successfully promote children's good behaviour. They encourage children to share and play cooperatively together. Children play amicably alongside each other, solve problems and negotiate with each other, such as suggesting they take turns using an egg timer. Staff recognise and praise children's achievements, and support them to gain confidence. Children learn about a healthy diet. They are provided with fresh fruit for their snack and drinking water or milk are readily available. Staff plan daily opportunities for children to exercise and ensure they have plenty of opportunities for outdoor play. Children are encouraged to be as independent as possible and manage their personal care needs well.

### Outcomes for children are good

Children communicate clearly, eagerly respond to simple questions and are confident when making their needs known. They learn to be sociable with other adults and children and show good levels of excitement and enthusiasm when they play. Children develop their early writing skills and learn to write their name. They develop good mathematical knowledge and confidently count, recognise shapes and compare sizes. Children are happy, confident and inquisitive in their learning.

## Setting details

<b>Unique reference number</b>	EY299197
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1129213
<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>	3 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	34
<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>	18 November 2015
<b>Telephone number</b>	07960 933 450

School's Out at Preston Grange registered in 2005. It is managed by a private limited company, Schools Out (Northern) Ltd. The setting operates from 11.45am until 3.30pm, Monday to Friday, during term time only. It also offers after-school care for children until 5.35pm. There are five staff working with the children, two of whom hold appropriate childcare qualifications at level 3 and one who holds early years professional status. The setting receives funding to provide free early education for children aged three and four years.

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