

# Captain Ted's

Captain Teds Ltd, The Old Church, West Avenue, Gosforth, Newcastle  
Upon Tyne NE3 4ES



<b>Inspection date</b>	30 April 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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 her staff provide a warm and welcoming environment. Children are happy, confident and settled at the club. Staff offer plenty of praise and support to help children to feel a sense of belonging.
- Parents compliment staff for their friendly and caring approach. They say that they know that their children are well looked after.
- Partnerships with staff at schools that the children attend, and with parents, are effective. This helps to provide continuity in children's care and learning.
- Children say that they enjoy attending the club where they make new friends across the age groups and from different schools. Older children are caring towards the younger ones and often encourage them to join in with their games and activities.
- Children benefit from a variety of home-cooked meals. They have a choice of healthy and nutritious food options and freely help themselves to drinking water.
- Although staff discourage unwanted behaviour, they do not use a broad range of strategies consistently and highly effectively to explain to children their expectations of them.
- Programmes for staff support and development are not targeted to help raise the quality of the interactions and engagement of staff with children to the highest level.

## What the setting needs to do to improve further

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

- extend the range of strategies to support all children to understand fully what behaviour is acceptable and what is not
- focus arrangements for staff development that help to raise the quality of interactions with children and enrich children's experiences to the highest level.

### Inspection activities

- The inspector observed the quality of interactions between staff and children and assessed the impact of this on children's experiences.
- The inspector completed a joint observation with the provider.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including evidence of the suitability and qualifications of staff.
- The inspector spoke to some parents and took their views into account.

#### Inspector

Cathryn Clarricoates

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The provider ensures that all staff have a secure understanding of child protection. Staff complete safeguarding training and are alert to the signs and symptoms of abuse. They know the actions to take should they have any concerns about a child's welfare. The provider follows robust procedures when recruiting new staff. Induction processes are completed effectively to help to ensure that staff are fully aware of their roles and responsibilities. Managers review policies and procedures at least annually and these are implemented well. Records of children's attendance are accurately maintained so that staff are aware which children are present. These systems help to ensure children's welfare and safety at all times. The provider actively seeks the views of parents, for example through the completion of questionnaires, to inform evaluations of the service provided. She uses this feedback to identify changes that benefit children, for example, when considering further improvements to their menus. Effective communication methods are used with parents and staff at nurseries and schools, including a two-way exchange of information and the sharing of written information, such as in newsletters.

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

Parents and children value the wide range of experiences offered. Staff provide a relaxed environment where children are free to choose from suitable resources. For example, staff know that children enjoy art and craft activities and regularly make a range of materials available, including card, paper, scissors, glue and straws. Staff celebrate children's achievements as they proudly share their creations. Young children practise their social skills while they play and learn with others in a group, such as during a baking session. For example, children share resources and take turns. They weigh ingredients, knead dough and choose from cheese, raisins or chocolate to make their own scones to take home. Children have a wealth of opportunities for physical challenge and exercise as they freely access the soft-play facilities. They can choose to read books or to complete their homework with support from staff as required.

### Personal development, behaviour and welfare are good

Staff build close relationships with children and have a good knowledge of their personalities and interests. They are calm and responsive to children's needs. Staff have a good awareness of the daily routines in the two host schools and use this well to ensure continuity for children. For example, they are flexible about arrival times. This enables children to continue their involvement in school events before walking, supervised closely by staff, to the club. Children enjoy outdoor activities that promote their physical well-being, for example when they visit the local park. They learn to keep themselves safe during the journey from school and on outings, for example by wearing high-visibility jackets. Older children act as buddies for younger ones. Staff help children to develop their road safety awareness. Staff support the development of children's independence and self-care skills well. For example, they remind children to wash their hands before eating and before taking part in baking activities.

## Setting details

<b>Unique reference number</b>	EY543491
<b>Local authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	10094988
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Captain Ted's Ltd
<b>Registered person unique reference number</b>	RP543490
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01912135813

Captain Ted's out-of-school club operates from a soft-play centre and registered in 2017. The setting opens from 3.15pm to 6.15pm during term time only. It employs 11 members of staff. Of these, two hold early years qualifications at level 2 or higher.

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