

Redby Out of School Club



Redby Community Centre, Fulwell Road, SUNDERLAND SR6 9QU

Inspection date	13 May 2019
Previous inspection date	16 March 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not Applicable	

Summary of key findings for parents

This is a provision that requires improvement

- Managers and staff have not kept up to date with some of the recent changes to guidance and legislation, particularly their responsibility to protect children from wider safeguarding issues.
- Managers have not yet fully developed effective performance management systems to raise the quality of staff practice to an even higher level.
- Occasionally, staff do not consistently challenge children to extend their communication and language development even further.

It has the following strengths

- Staff regularly complete scrapbooks for younger children to highlight their ongoing progress. Staff gain details about topics and themes at school to enable them to support children's future learning and to complement their activities.
- Children's behaviour is good. They contentedly chat amongst their friends and are clearly familiar with the routines. Children respond well to appropriate boundaries from staff and listen carefully to simple instructions.
- Staff implement an effective key-person system to help children to settle quickly and to form positive relationships. This promotes children's emotional well-being successfully.
- Managers follow good recruitment and vetting procedures to ensure staff are suitable to work with children. Parents are happy with the service provided and comment that staff are 'friendly and approachable'.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop staff knowledge and understanding of wider safeguarding issues, with specific regard to current guidance and legislation.	10/06/2019

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

- strengthen performance management arrangements, so that they are sharply focused on improving staff practice and interactions even further
- provide children with higher levels of challenge during activities to help them to build on their communication and language skills.

Inspection activities

- The inspector viewed all areas of the setting accessed by children and observed play opportunities.
- The inspector carried out a joint observation with one of the managers and spoke to staff members in the setting.
- The inspector carried out an interview with the managers 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.
- 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 leadership and management requires improvement

Safeguarding is effective. Staff complete daily checks to ensure the environment is safe and secure for children, especially with the setting being based in shared premises. Overall, managers and staff comfortably give examples of what would give them cause for concern in relation to abuse and neglect. However, they are less confident in their knowledge of wider safeguarding issues relating to the 'Prevent' duty. The majority of staff are qualified and some training is accessed to enable them to further their professional development. For example, one staff member is due to complete upcoming training to increase her skills and knowledge of how to support children with special educational needs and/or disabilities. Generally, managers use self-evaluation to recognise strengths and areas for development. They gain the views of others, including parents and children, and use their feedback to make necessary changes to provision. However, performance management systems are not precisely targeted to strengthen the quality of staff practice consistently.

Quality of teaching, learning and assessment is good

Staff communicate on a daily basis with parents to keep them informed about their children's time at the setting. They obtain information from parents about their children's likes and dislikes on entry. This enables staff to provide children with a good range of interesting activities from the outset. Children of all ages demonstrate enjoyment as they test out their own ideas. For instance, they build their expressive arts and design skills while they create structures using a selection of junk-modelling materials. Furthermore, younger children develop their imagination and act out pretend play as they explore small-world resources. Older children concentrate well as they extend their technology skills and easily use computer equipment, including the keyboard and mouse. Staff offer appropriate levels of help and guidance to children when required. However, they sometimes miss opportunities to maximise children's communication and language development through discussion and questioning.

Personal development, behaviour and welfare require improvement

Even though weaknesses have been raised in leadership and management, they do not have a significant impact on children's welfare. Staff actively encourage children to make their own choices and decisions in relation to their play experiences and snack options. Children of all ages play cooperatively together and show kindness and consideration to each other. They adopt effective hygiene practices, including handwashing procedures, and follow healthy lifestyles. Staff involve children in regular outings in the local area, such as visits to the park and fishing pond, to support their physical development. Children thoroughly enjoy taking part in energetic activities indoors. For example, they use a variety of sports equipment and participate in group games with their peers.

Setting details

Unique reference number	318640
Local authority	Sunderland
Inspection number	10066191
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	3 - 11
Total number of places	80
Number of children on roll	140
Name of registered person	Redby Out of School Club Partnership
Registered person unique reference number	RP518747
Date of previous inspection	16 March 2016
Telephone number	0191 5484515

Redby Out of School Club registered in 1998 and is situated in Sunderland. The setting employs 12 members of childcare staff. Of these, eight staff members hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday during school term time, from 7.30am until 9am and from 2.45pm until 5.45pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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