

Inspection of Southridge Out of School Club

Southridge First School, Cranleigh Place, Whitley Bay, Tyne and Wear NE25 9UD

Inspection date:

10 March 2022

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The manager and staff are dedicated to providing the best possible care for children. Children thoroughly enjoy their time in this out-of-school club. They are very happy and settled. Children have lovely relationships with the kind and caring staff. Staff value and seek children's views and opinions. For example, children have a 'suggestions box' where they can suggest activities or changes that they would like in the club. Children are given a budget each year. They are encouraged to choose together which resources they would like to buy to play with. Staff encourage children to vote and make decisions together on all aspects of the club. This helps children to develop a sense of belonging and gives them valuable life skills for the future.

Staff plan a good range of motivating activities for children. They take account of children's interests when they plan activities. Children choose whether they would like to play indoors or outdoors. They have cosy areas where they can relax after a busy day at school. Children behave very well. Staff have clear expectations for children, who decide the club's rules together. Older children involve younger children in their play. Children listen to each other and respect each other's view. Staff acknowledge children's feelings and support them to understand their emotions. Older children comment that they find the 'worry' box really useful and know that staff will always listen to them. Children learn how to keep themselves safe. For example, they take part in cyber-week activities and learn how to stay safe online.

What does the early years setting do well and what does it need to do better?

- The setting is fully inclusive. Staff make sure that all children know that they are valued and important. Children learn more about each other's lives. For example, at registration time, they answer in their home language or say 'hello' in different languages.
- Staff get to know children very well from the beginning. They collect detailed information about children's interests, likes and dislikes. Older children fill in their own 'all about me' sheets. This helps staff to get to know children quickly.
- Children learn about the world around them. They take part in many charitable events and understand that they are helping people who are less fortunate than themselves. Children proudly recall how they raised money for the local cat and dog shelter.
- Children are motivated and engaged during activities. Younger children enjoy playing with construction and small-world play. Staff are good play partners and introduce children to new vocabulary. Children have access to a wide variety of books. Staff provide a 'lending library' to encourage children to take books home

to read with their parents.

- Children freely access the outdoor environment. They explore in the mud kitchen and plant in their vegetable patch. Children paint with water on outdoor walls and look for buried 'treasure' in the sand pit. Younger children use ride-on cars, propelling themselves around the yard, showing a good awareness of space.
- Staff provide many opportunities for children to develop their physical skills. They have lots of space on the field to run, jump and explore. Children work as a team when they play football. Some children work on a gymnastics routine together. They proudly demonstrate their finished dance to the inspector.
- Children enjoy healthy and home-cooked meals. They are encouraged to choose what is on the menu each day. Mealtimes are sociable occasions, where children and staff sit together and chat about their day. Staff make sure that they cater for children's dietary preferences and allergies.
- Staff keep parents well informed about their children's time at the club, such as through newsletters from staff and children. They provide parents with daily feedback each day. All parents are extremely complimentary about the care that their children receive. They comment that their children have so much fun in the club, they do not want to leave.
- Staff work very closely with teachers from the on-site school. They make sure that they have handover sessions where they share information about children's care and learning. Staff link activities to children's learning at school. For example, they bury resources, such as Egyptian artefacts, in the sand pit to link in with topics at school.
- Children are independent. They serve themselves their teas, wash their hands and find their own belongings. Older children kindly help those that are younger than themselves. Children know where to find their favourite toys and choose what they would like to play with.
- The manager provides excellent support for staff. She sets very high standards for the club. Staff comment that they very much appreciate the support which the manager gives them. They are offered regular training opportunities to help extend their knowledge and skills. For example, following the COVID-19 pandemic, staff have attended training to support children's mental health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms which may cause them concern about the welfare of a child in their care. They have a thorough understanding of how to report any worries. All staff all hold a valid first-aid certificate to help them to treat minor accidents. The provider has thorough recruitment procedures to make sure that staff are suitable to work with children. Children play in a safe and secure environment. They learn to keep themselves safe. For example, children confidently tell the inspector what to do in the event of a fire or evacuation.

Setting details

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| Unique reference number | EY452594 |
| Local authority | North Tyneside |
| Inspection number | 10229384 |
| 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 at time of inspection | 5 to 10 |
| Total number of places | 27 |
| Number of children on roll | 57 |
| Name of registered person | Good Time Childcare Limited |
| Registered person unique reference number | RP905723 |
| Telephone number | 07751024102 |
| Date of previous inspection | 20 October 2016 |

Information about this early years setting

Southridge Out of School Club registered in 2012. It is located in Southridge First School, Whitley Bay. The club employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The club opens during school term time from 3.15pm to 6pm, Monday to Friday.

Information about this inspection

Inspector
Melanie Vincent

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the club.
- The manager showed the inspector round the areas of the school that the club uses. She talked about the resources and activities provided for children.
- The inspector and manager reflected together on children's play during a planned activity.
- The inspector observed children playing indoors and outdoors, and spoke to all staff in the setting.
- The manager and the provider held a meeting with the inspector. The inspector checked evidence of the staff's suitability and a range of other documentation, including staff's qualifications and training records.
- The inspector took account of the views of children and parents spoken to during the inspection.

We carried out this inspection 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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