

Inspection of Get Up And Go! At High Spen Primary School

High Spen Primary School, Hugar Road, Rowlands Gill NE39 2BQ

Inspection date:

27 April 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

Children are happy to attend the club. They are relaxed, and show they feel safe. Children enjoy playing with their friends and talking with staff. They have an active voice in the club. Staff involve them in decision-making about the activities offered. Children enjoy a wide range of resources. They use craft materials to make models and discuss what they are, and how they will use them. Children have access to a large outside space and can choose whether to go out or stay inside. They have lots of opportunities for energetic outdoor play, which has a positive effect on their good health and understanding of the benefits of physical exercise.

Children are well behaved and polite. They respond quickly to clear instructions from staff to tidy up and say please and thank you when they receive drinks and snacks. Children play cooperatively with their peers. They show a good understanding of effective hygiene routines. They know to wash their hands on arrival and use hand sanitiser thoroughly before eating.

Staff act as positive role models for children and they actively engage with them. They listen attentively and respond quickly to children's requests for help. Children listen to suggestions from staff and then make decisions about what they will do next. Staff show warmth and empathy towards children, who enjoy positive interactions with them. For example, children were delighted when a member of staff joined in the outdoor game of 'Duck, Duck, Goose'.

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

- Partnerships with parents are very good. Parents praise the staff and value the service highly. They say that they, and their children, have excellent relationships with staff. Parents state that their children are happy at the club and they talk enthusiastically about what they have done. The manager talks to parents at collection times to share information about what children have been doing at the club. The manager keeps all parents informed using electronic communication.
- Excellent partnership working with the host school ensures that staff are aware of children's needs. Leaders and staff at the club and school work together to best meet the individual needs of children. This allows staff at the club to know children extremely well, and build positive and supportive relationships with them. During handovers, school staff share information about what children have been learning. This supports continuity of care.
- Staff arrange the sessions thoughtfully, so that even children who leave early can get the most out of attending. For example, staff organise early outdoor play, so all children can benefit from it. Staff engage with children, offering

support and being a playmate when needed. The range of outdoor resources enable children to develop their physical skills. Children take part in games and staff members join in. Children of all ages play well together, and older children are kind to their younger peers. The atmosphere in the club is very welcoming. Children who are new to the club receive effective support. Staff listen to children and are attentive to their emotional needs.

- Children are motivated and engaged in their activities. Older children access books that interest them from a wide range available. Younger children enjoy role play and play together very happily. Staff listen to children engrossed in their animated conversations. This aids staff in getting to know children well and being able to meet their needs more effectively.
- Staff update their knowledge through training and regular information sharing. This helps staff to continue to improve their practice. They work successfully as a small team, supporting each other in their responsibilities. This supports their well-being. Staff work together on a weekly basis to reflect on the provision and to plan for the following week. In doing so, they consider the children's individual needs and interests and how best to meet them.
- The manager reflects on the effectiveness of the setting. She has ambitions for the club, and understands that she needs to increase staff numbers, so she can focus on its development. The manager maintains all the relevant records, documents and policies.

Safeguarding

The arrangements for safeguarding are effective.

The environment is safe and secure. Staff are deployed well to ensure children are supervised across the setting. The provider follows effective recruitment procedures to ensure that adults who work with children are suitable to do so. Staff undertake safeguarding training, to improve understanding of the 'Prevent' duty, and female genital mutilation. Staff are able to identify signs that a child may be at risk of harm or neglect. Staff are familiar with the procedures to follow should they have concerns about a child in their care. They understand the need to refer the concerns promptly to get children the support they need.

Setting details

Unique reference number	EY486869
Local authority	Gateshead
Inspection number	10225903
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	3 to 11
Total number of places	21
Number of children on roll	0
Name of registered person	Get Up And Go! (Gateshead) CIC
Registered person unique reference number	RP904379
Telephone number	01207 542373
Date of previous inspection	22 September 2016

Information about this early years setting

Get Up And Go! At High Spen Primary School registered in 2015. It is located in Rowlands Gill. The club employs three members of childcare staff. Two hold appropriate early years qualifications at level 3. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 9am and 3.15pm to 6pm.

Information about this inspection

Inspector
Jane Bell

Inspection activities

- This was the first routine inspection the provider 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 the area of the school that the club uses. She talked about the resources and activities provided for children.
- The inspector observed children playing indoors and outdoors, and spoke to all staff in the setting.
- The manager held a meeting with the inspector. The inspector checked evidence of staff's suitability, including staff's qualifications and training records.
- The inspector took account of the views of parents and children spoken to during the inspection.
- The inspector observed interactions between staff and children during activities.
- The inspector checked a sample of documentation, including certain policies and procedures, self-evaluation, and risk assessments.

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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