

Inspection of West Park Out of School club

West Park Academy, Alderman Leach Drive, DARLINGTON, County Durham DL2 2GF

Inspection date:

26 January 2023

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 thoroughly enjoy their time at the setting. They arrive smiling and are warmly greeted by staff as they line up patiently to register their arrival. Children benefit from the relaxed approach within the setting. They thrive on having the freedom to make choices about what they do. For example, children let staff know when they are ready to go outside and take part in the activities on offer, at their own pace. They particularly enjoy decorating biscuits, sharing stories and playing football.

Staff know children well. They are responsive to children's needs. Staff quickly notice and check in on individual children who seem quiet. They ask children about their day at school and show genuine concern for their well-being. Children enjoy the company of staff. They giggle as they play games together and share an affectionate hug as they spend time looking at books.

Children feel safe and secure in the setting. They have a keen sense of self and display great confidence. Children discuss their hobbies and their achievements proudly. For instance, children talk about how good they are at football and how they play for an older-age football team. Children proudly show off their cardboard 'mouse house' model that they have made, complete with a chimney, door and a 'no cats allowed!' sign.

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

- Children behave exceptionally well. They share, take turns and follow routines without being prompted. For example, children hang up their coats and sanitise their hands on arrival. When they have finished their snack, they take their plates to the sink to wash. This helps the club to run smoothly. Children benefit fully from the experiences on offer.
- Relationships across the setting between staff and children are respectful. Children show kindness to each other. They recognise when another child is upset and ask if they are okay. They manage minor conflicts between themselves, without the need for staff's intervention. Older children help younger children with tasks. For example, they help them to find the correct coloured pen needed to create their artwork about Chinese New Year.
- Children's individual needs are well met. All staff understand children's needs. Staff implement and follow plans to closely monitor children with health needs. They know what action to take in the event of a medical emergency. Children's welfare is of the highest priority.
- Partnership with the on-site primary school is good. Staff work closely with teachers and other school staff in the best interests of children. Staff describe

themselves as the link between school and home for parents. They strive to keep parents well informed. Staff give parents detailed feedback at pick up times and share information through a closed social media group.

- Children enjoy spending time outdoors. They have good opportunities to develop their physical skills. Children run around in the large space available and play football together. This allows children to enjoy fresh air and practise their running, kicking, balance and spatial awareness skills.
- Parents speak highly of the setting. They say that staff are 'accommodating and amenable'. Parents praise how well the setting meets the varying, individual needs of children. They comment that staff communicate well with them. Parents say that they feel well informed about their children's day.
- Staff feel well supported and have access to a range of training opportunities. They have regular staff meetings and appraisals. Alongside an open-door policy, this enables staff to discuss any arising concerns and share knowledge and ideas. This ensures that staff's practice is consistently of a high quality.
- Leaders are reflective. They have good oversight of the setting and quickly identify areas for development. Staff consider children's opinions. Children have opportunities to comment in the 'suggestion book' and make suggestions. such as to play more football. Leaders make swift changes when they identify weaknesses. For example, two-way radios are now used to help staff to communicate when children want to move between inside and outside. This makes the outdoors more accessible to children at all times. It also ensures a smooth and safe transition for children between the indoors and outdoors.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibilities to safeguard children. Leaders know the safe recruitment procedures to follow to ensure that all staff who work with children are safe to do so. Staff recognise the signs and symptoms that a child may be at risk of harm. They have a clear understanding of the procedures to follow if they have concerns about children's welfare. Staff understand the setting's whistle-blowing policy. They know what action to take if they have any concerns about a colleague's behaviour. Staff access regular training to keep their knowledge up to date.

Setting details

Unique reference number	EY303614
Local authority	Darlington
Inspection number	10262932
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	45
Number of children on roll	99
Name of registered person	West Park Day Nursery Limited
Registered person unique reference number	RP902460
Telephone number	07865 238 558
Date of previous inspection	10 April 2017

Information about this early years setting

West Park Out of School club registered in 2005 and is located within West Park Academy, Darlington. The setting is independently run and employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, all year round. During term time, the morning sessions are from 7.30am until 9am, and the afternoon sessions are from 3.30pm until 6pm. During school holidays, sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Natalie Stringer

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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