

Inspection of Schools Out Childcare

Archibald Street, Gosforth, Newcastle upon Tyne, Tyne and Wear NE3 1EB

Inspection date:

3 February 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 enjoy their time at this friendly and welcoming setting. They are happy, settled and secure. Children build good relationships with the staff who care for them and new children settle quickly. Staff support children's personal, social and emotional development well. For example, children learn to play cooperatively together as they take part in football and ball games outside. They take turns with staff and their friends as they play with floor puzzles. Staff praise and encourage children. This helps to increase children's confidence and promotes their self-esteem.

Children benefit from clear boundaries and routines. This helps them to feel emotionally secure and their behaviour is good. For example, children know which areas of the playground they can play safely in. They know to ask permission from staff when their ball goes out of the area, so that they can retrieve it safely. Overall, staff support children's growing independence well. They encourage them to hang up their own coats and bags. Children choose which activities they would like to try and what to play with next. Staff provide opportunities for children to make simple choices and decisions. For example, children choose which colour bowl they would like to eat their fruit from at snack time.

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

- Children are fully engaged with the range of interesting and fun activities on offer. For example, they play with board games and build with construction toys. Children play imaginatively with building blocks and toy trains. Staff plan activities that they know will interest the children attending.
- Children benefit from the setting's safe, clean and warm spaces. This, together with a calm approach from staff, means that children enjoy an environment that is comfortable and relaxed.
- Staff are friendly and kind. They have experience of supporting children with special educational needs and/or disabilities. Children form bonds with staff and relationships between them are respectful and fun.
- Children enjoy interesting conversations with staff and develop their social skills through playing with them and their peers. Children enjoy daily access to fresh air and exercise. They benefit from a range of healthy snacks.
- Support for children's physical development is strong. Children join in with games in the large playground used by the setting. They balance on wooden stepping stones and spin with ribbons. Children build strength in their legs as they run and jump. They play with bats and balls, see-saws, tricycles and space hoppers.
- Staff plan daily craft activities for the children to enjoy. For example, children

weave coloured paper to make pictures and patterns. This helps to develop their smaller muscles and coordination.

- Children are enthusiastic and eager to take part in activities. They are confident to ask for help from staff, who support their personal development well. However, staff do not always encourage children to serve themselves at snack times rather than staff serving their food for them, to help to promote their independence further.
- Parents speak highly of the setting. They praise the hard work of the manager and the relationships between children and staff. They say their children enjoy attending and exploring the variety of activities on offer. Parents say they feel well informed through the setting's monthly newsletter. They praise the opportunities for outdoor play.
- The setting is well organised. The manager and staff make daily checks and assessments to minimise any risks to children. The setting is based in school grounds and staff have built a good relationship with the school and its staff. Staff pass on any information from school and messages to parents.
- Staff work well together as a team. The manager and staff meet together regularly each week. This helps support staff in their work and with their well-being. The manager encourages staff in their professional development, by supporting them to achieve higher qualifications, for example.
- The manager and staff team reflect well on experiences for children. They invite views from parents verbally and through questionnaires. The manager feeds back to parents and acts upon any suggestions made. She is committed to continually improving the experiences for children and the service the setting provides.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a robust understanding of her responsibilities in relation to safeguarding. Staff complete safeguarding training and hold current first-aid certificates. They keep up to date with any changes in legislation and are aware of a range of safeguarding issues. Staff know what might cause them to be concerned about a child. They know who to contact and the procedure to follow to help keep children safe. Staff help children to learn how to keep themselves safe and healthy. For example, they encourage the children to stay within safe boundaries when playing outside and to tidy up resources indoors, so that they do not trip.

Setting details

Unique reference number	319297
Local authority	Newcastle upon Tyne
Inspection number	10265070
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 9
Total number of places	48
Number of children on roll	71
Name of registered person	Vent, Margaret Rose
Registered person unique reference number	RP910218
Telephone number	07899 755 822
Date of previous inspection	24 May 2017

Information about this early years setting

Schools Out Childcare registered in 1992. The club employs ten members of childcare staff, six of whom hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during term time. Sessions are from 3pm until 5.30pm.

Information about this inspection

Inspector
Julie Foers

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 manager welcomed the inspector and showed her around the setting. The manager and staff discussed with the inspector the resources and activities provided for children.
- The inspector observed play opportunities for children indoors and outdoors.
- The inspector reviewed a sample of documents. This included evidence about staff's suitability and training.
- The inspector spoke to parents to gather their views on the setting.

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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