

# Inspection of St Chad's Out of School Care

21 Liddell Terrace, Bensham, Gateshead NE8 1YN

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Inspection date:

10 February 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Met

## What is it like to attend this early years setting?

### The provision requires improvement

There are some weaknesses in how the curriculum is planned and implemented. This impacts on the learning and development of some children, including those with special educational needs and/or disabilities (SEND). Despite these weaknesses, children enjoy motivational activities. For example, they thoroughly enjoy exploring coloured, cooked noodles. They begin to learn how to use scissors to cut the noodles. They concentrate as they use forks to transfer the noodles into the water tray. They watch in delight as the water changes colour.

Children are happy in the pre-school and out-of-school club. Pre-school children leave their parents happily and quickly settle into the routines. For example, children join in with the 'hello' song and then quickly engage in play. They talk to their key worker about what they are doing. Children engaging in an activity linked to a book, talk about the fruit they can see.

Children are safe in the setting. Older children know that they must hold hands when they come out of school. They know that they must wait at the steps or the fence for staff to count them. Staff take effective precautions to ensure children are safe as they cross the road.

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

- The curriculum for older children is not coherently sequenced, particularly in the areas of mathematics and literacy. There is too much focus on older children developing skills, such as writing numbers or their names, before they have the necessary counting skills or muscle control to enable them to do this. This means that there are some gaps in children's knowledge and skills.
- There are occasions when staff do not consider the individual needs of children, particularly those with SEND when planning group activities. Staff do not always make their expectations clear or consider how they can adapt an activity effectively. When this happens, children do not understand the activity and they become distressed. This impacts on other children's engagement and involvement.
- The management team are proactive in providing advice and support to families. For example, they provide classes to help parents who speak other languages to develop their English reading, writing and communication skills. They have created a pay as you go 'pop-up' food shop to provide additional support to families.
- Staff have thought carefully about how they can create a stimulating learning environment. They provide a range of activities to support children's interests. In the pre-school, children thoroughly enjoy the book 'The Very Hungry Caterpillar'. They confidently create their own representations in paint. Children in the out-

of-school club enjoy the 'hairstressing salon'.

- Staff develop a good relationship with parents. Parents feel that they are well informed about what their children are doing in pre-school. They know where their children are in their learning and how they can support them further.
- Staff have a good understanding of how they can promote children's communication skills. They adapt their language effectively when talking to children. For example, they listen to children and repeat and expand on what they are saying. Staff use questioning well to encourage more confident children to express their thoughts and ideas. Children in the out-of-school club look forward to reading their books with staff. They sit together as they talk about letters and the sound they make.
- Staff generally provide reasonable support to children with SEND. They take appropriate action when they have concerns about children's development. They liaise with other professionals from health, so that children can get the help they need. They implement suggestions from speech and language therapists into their routines. For example, they use words such as 'more' and 'again' to help expand children's vocabulary.
- The manager provides regular supervision to staff to ensure they understand their role. She provides training and support to help staff to develop their role further. Staff comment that they feel well supported.
- The manager talks to children about how they can keep themselves safe online. For instance, she uses stories to prompt discussions with children about what they need to do if children are concerned. Children confidently explain that they need to talk to adults and not to keep secrets.

## Safeguarding

The arrangements for safeguarding are effective.

The management team develop a strong culture of safeguarding. This is given a high priority within the pre-school and out-of-school club. For example, this is discussed in every staff meeting and staff have had additional training on filling out related documents. All the doors are security coded to prevent children leaving or visitors accessing the rooms unattended. Staff have a good understanding of the signs and symptoms that suggest a child may be subjected to abuse. They know the procedures they would follow if they had a concern. They follow up any concerns swiftly to ensure children and families get the help they need.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the educational programmes for mathematics and literacy for older children, ensuring activities are coherently planned and sequenced to fully support children's learning	03/03/2023
improve the planning and implementation of the curriculum, so that all children benefit from challenging and enjoyable experiences that reflect their individual needs, interests and style of learning.	03/03/2023

## Setting details

<b>Unique reference number</b>	EY240122
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10263032
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	65
<b>Number of children on roll</b>	128
<b>Name of registered person</b>	St Chad's Community Project
<b>Registered person unique reference number</b>	RP520836
<b>Telephone number</b>	0191 4901032
<b>Date of previous inspection</b>	18 April 2017

## Information about this early years setting

St Chad's Out of School Care registered in 2002 and is part of St Chad's Community Project, which is a voluntary organisation in Gateshead. The setting employs nine members of childcare staff, of whom seven hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm in school holidays. The pre-school opens from 9am to 12 midday and the out-of-school care from 3pm to 6pm during term time. The setting provides funded places for two-, three- and four-year-old children. It also provides creches for parents who are attending courses.

## Information about this inspection

### Inspector

Elizabeth Fish

## 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 showed the inspector around the setting and explained how she organises the space and the curriculum.
- The inspector observed children playing and learning. She evaluated the impact of staff interactions on children's learning.
- The manager evaluated an activity with the inspector.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The manager discussed how she manages the pre-school and out-of-school club.
- The inspector talked to the manager and designated safeguarding lead about how they keep children safe.
- The manager showed the inspector a range of documents, including those relating to staff suitability.
- The inspector spoke to parents to gather their views on the pre-school and out-of-school club.

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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