

Inspection of St Chad's Out of School Care

21 Liddell Terrace, Bensham, Gateshead NE8 1YN

Inspection date: 10 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The setting has worked hard and successfully to address the action points set out at the last inspection. Children experience an ambitious curriculum, which is well tailored to meet their individual needs. In the pre-school, staff are aware of the stage of development for each child in their care. They use this knowledge to plan children's next steps in their learning to help ensure they make progress.

Staff are alert to children's needs. They are quick to provide nurturing hugs and soothing words when children show they require comfort. Staff respond well to children's ideas and interests. For example, staff fully engage in children's play ideas, such as snuggling down under blankets and singing favourite lullabies. This helps children to learn that their voice is important and their ideas are valued and respected.

The setting takes pride in its relationship with families and the wider support it offers to the community. Families and children benefit from the extensive range of additional services. This includes financial, food and housing support, cookery courses and classes for parents. Parents describe the setting as inclusive and welcoming. They praise the care their children receive and acknowledge that staff are caring and approachable.

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

- Staff use their observations of children and information gathered from parents to plan for children's next steps in learning and development. The curriculum is then carefully sequenced for each child. For instance, staff identify that children are not yet ready for group story time. Instead, they focus on practising nursery rhymes. This builds on children's listening and attention skills in readiness for stories.
- The environment is carefully planned to meet the interests and developmental needs of children, both in the pre-school and the out-of-school club. For instance, in pre-school, children develop fine motor and observational skills as they practise pouring, mixing and scooping in a sensory tray. As a result of the careful planning, children are absorbed in their play in the pre-school and out-of-school club. This develops their concentration skills.
- The setting has a focus on supporting children in developing independence in order to prepare them for the transition to school. Parents emphasise how well staff have supported their children with toilet training.
- Staff are proactive in engaging with parents and other professionals when they have concerns about children's development. They are quick to ensure that strategies are put into place, both at the setting and at home, in order to provide consistent support for children who need additional support. As a result, children

with special educational needs and/or disabilities (SEND) make good progress, particularly in their communication and social skills.

- Familiar routines are used to support children to participate in activities such as handwashing and snack time. Occasionally, there are some lapses to this routine, which means that children can become unsettled. The setting can become noisy, as children are not as focused at these times. This includes when children wait longer than usual for their snack to be served.
- Leaders and managers have a clear oversight of the setting and ensure that there is focused support to ensure the setting continually improves. For example, plans are in place to create a new toilet area in the pre-school area to further support children's independence and personal care skills.
- Staff are provided with a wide range of training and support, including through supervisions. Staff say this has led to improvements to the quality of teaching in the setting. As a result, children are benefiting from increased progress in their development.
- Staff have a thorough knowledge and understanding of safeguarding and are fully aware of their role in relation to child protection. This helps to ensure that children are safe.
- Behaviour is well managed overall. However, staff have, rightly, identified that further training is needed in order to better support children's understanding of how to manage their feelings and behaviours, including sharing and turn taking. As such, plans for staff to take part in training on conflict resolution are already underway.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the consistency of the daily routines to better support children with transitions throughout the day
- build on children's understanding of how to manage their feelings and behaviour.

Setting details

Unique reference number	EY240122
Local authority	Gateshead
Inspection number	10281813
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	65
Number of children on roll	124
Name of registered person	St Chad's Community Project
Registered person unique reference number	RP520836
Telephone number	0191 4901032
Date of previous inspection	10 February 2023

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 10 members of childcare staff, of whom 9 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 during school holidays. The pre-school opens from 9am to midday, and the the out-of-school club operates 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
Dani Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting and about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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