

Schools Out at Wellfield Middle

Inspection report for early years provision

Unique reference number

EY267804

Inspection date

18/01/2012

Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Schools Out at Wellfield Middle is one of four childcare settings owned and managed by School's Out (Northern) Limited. It was registered in 2004 and operates from the dining area within Wellfield Middle School. The setting is situated in the residential area of Whitley Bay in Tyne and Wear. Children access a secure enclosed outdoor play area. The setting is open Monday to Friday from 7.30am to 9am and from 3.30pm to 6pm during term time. A holiday club operates from one of the companies other settings. It is open Monday to Friday from 8am to 6pm during the school holidays.

The setting is registered to care for a maximum of 40 children aged from three years to under eight years at any one time. The setting also offers care to children aged eight years to 13 years. There are currently 36 children on roll, of whom 24 are under eight years. Of these 12 are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

There are five members of staff, including the manager, who work directly with the children. Of these, three hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the friendly, welcoming and safe environment. They make good progress towards the early learning goals through a varied range of activities, which cover most aspects of learning well. An effective induction procedure ensures all children are included and individual needs are fully met. Many areas are well resourced and a key person system is effectively implemented. All staff engage in ongoing reflective practice as part of the process to ensure continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further equipment and resources that offer challenges to support specific skills in the outdoor area
- develop further activities to nurture children's understanding of people's different needs.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of safeguarding procedures and are confident to act accordingly. This ensures children are well protected. There is a robust recruitment procedure in place, which is implemented well to keep children safe. Consequently, all adults who are employed are checked for their suitability and undergo an effective induction process. Risk assessments take place regularly within the setting and for any outings undertaken. These effectively reduce the chance of accidents occurring. The staff's commitment to their professional development is good, which improves outcomes for children. The resources are well-organised and labelled effectively to encourage free choice and independence.

The manager shows a positive attitude to promoting equality and diversity throughout the setting. Good relationships with parents and carers ensure children's individual needs are effectively met. The staff demonstrate a good understanding of the importance of establishing partnerships with other professionals, in order to enhance opportunities for all children. They have regular contact with other practitioners where care and education is accessed in more than one setting. This enables staff to complement and extend activities well.

The manager is focused on helping children to make good progress in their learning and development, whilst having fun. There is an effective self-evaluation process in place. Regular meetings and discussions enable staff to share ideas that support the efficient running of the setting. Feedback from parents, carers and children enable staff to tailor the service provided to those currently attending. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

The quality and standards of the early years provision and outcomes for children

The staff demonstrate a good understanding of the Early Years Foundation Stage framework and implement it well. They plan activities taking into account the experiences children have enjoyed at school. Regular observations are recorded in children's individual files to effectively show progress towards the early learning goals.

Children behave well and spontaneously use good manners. A range of resources and experiences are made available to promote children's understanding of different cultures and beliefs. An example of this is where they have great fun accessing a variety of traditional dressing up clothes from around the world. However, there are fewer activities provided to raise children's understanding of people's different needs. This impacts on further developing their awareness of the wider community. Children demonstrate a good understanding of the natural world, for instance when they plant and nurture sun flowers and cress. Their communication skills are fostered well, resulting in competent speakers and listeners. Children show a good awareness of problem solving, reasoning and

numeracy concepts. Examples of this are when they participate in matching activities and keep score during group games. Children delight in using their imagination as they wear masks and pretend the dolls are their babies. The outdoor area has recently been renovated and offers a good range of large equipment for children to negotiate and explore. However, there are fewer smaller resources and equipment that offer challenges to support specific skills. This impacts on children developing further their abilities in this area.

Children demonstrate a strong sense of belonging and show a good understanding of how to keep themselves safe. They regularly practice the evacuation procedure and enjoy road safety activities. Children have a good knowledge of healthy food options. This is encouraged through a variety of activities and the provision of healthy snacks. They demonstrate a positive attitude to physical exercise and enjoy daily opportunities to play outside. Children have a clear understanding of good personal hygiene practices, for instance when they spontaneously wash their hands after using the toilet. They play and work well alongside their peers, successfully understanding the need to cooperate and resolve situations by themselves. Consequently, they are effectively developing their skills for the future.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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