

Inspection of Holystone Out of School Club

Holystone Primary School, Whitley Road, Holystone, NEWCASTLE UPON TYNE NE27 0DA

Inspection date: 19 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are well cared for in this friendly setting. Staff greet children warmly when they arrive. Staff know children and their families very well. They plan activities designed to help children move on to the next stage in their development. Children are eager to join in with group activities. For instance, staff introduce musical instruments to them. They discuss what loud and quiet sounds would be. Children are deeply involved and suggest what songs they could sing, while they play the instruments. They listen carefully to staff and show an excellent understanding of the different levels of sounds that they can get out of their instruments.

Children are secure in their attachments with staff, who are gentle in their approach with the children. Children seek staff out to join in with their play. They take great pleasure in practising hairdressing skills on staff. Staff have high expectations for children's behaviour. They work closely with the school nursery so that consistent behaviour management strategies are used. They adapt strategies for children who may struggle, so that they have methods that are individual to the child. For example, they give children a two-minute warning, before tidy-up time. This helps children to be prepared to end their activities.

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

- Close working partnerships with the school nursery are very evident in all that staff do. They work together so that children's development is seamless between the two provisions. Staff follow the same themes as the school nursery but break learning down into smaller areas. This gives children continuity in their learning and development.
- The provider has a clear vision for the curriculum in her setting. She has ensured that it is understood by all staff and keeps it under regular review. This is so that it is fit for the individual children that attend. Staff carry out regular assessments as a staff team once a month. This helps them to identify next steps for children and whether there are any children with gaps in their learning that they can address swiftly.
- The provider supports her team well. She works alongside staff and passes on good practice to them. She provides regular staff supervisions. This gives staff the opportunity to talk about their own well-being and any concerns about key children's development. This ensures that staff's good practice continues to develop.
- Children with special educational needs and/or disabilities (SEND) are well supported. The provider and special educational needs coordinator (SENCO) are aware of the individual needs of all children. Effective individual support plans are in place to support children with SEND. This helps all staff have a good understanding of the child's next steps in learning. They engage children in

developmentally appropriate activities. The SENCO links with the school if children attend both settings, and they attend any meetings around the child together.

- Children are well prepared for the move to school. They mix with school nursery children that they do not know on a time set aside, called 'Mate Monday'. They all play together outside. This helps children to build friendships with children that they do not know.
- Staff promote children's communication and language skills. They speak clearly and listen carefully to what children say. They regularly read stories to children. Children love to sit and listen to staff, who read with great expression. They involve children in the story, stopping and waiting for children to fill in any gaps. All children become deeply engrossed in the story.
- Children develop important skills for their future literacy. Staff help children to hold a pencil correctly by developing the muscles in children's hands. They use play dough for children to squeeze and manipulate. Children learn to make marks on paper and make marks in the sand tray. This prepares them well for when they learn to write.
- The provider is justly proud of how she has developed the setting. Colourful displays show how children develop their skills. However, there is some inconsistency in how children's next steps are displayed. This leads to the possibility that all children do not feel positive about their progress.

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:

- review how children's next steps in development are displayed, so that it is a positive experience for all children.

Setting details

Unique reference number	EY463515
Local authority	North Tyneside
Inspection number	10317039
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	3 to 11
Total number of places	32
Number of children on roll	311
Name of registered person	Holystone Out of School Club Limited
Registered person unique reference number	RP535264
Telephone number	07946514273
Date of previous inspection	14 May 2018

Information about this early years setting

Holystone Out of School Club registered in 2013. The club employs nine members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including two members of staff with early years professional status. The provider holds a level 7 Master's degree in early years practice. The club is open from Monday to Friday all year round apart from two weeks at Christmas. Sessions are from 7.30am to 6pm. During school holidays, the club opens 7.45am until 5.45pm. The setting provides funded education for three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

Inspection activities

- This was the first routine inspection the setting 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 provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 provider carried out a joint observation of a group activity with the inspector.
- The inspector spoke to several parents during the inspection and took account of their views.

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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