

Mid Tyne Kids Club

Broomley School, Main Road, STOCKSFIELD, NE43 7NN

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| Inspection date | 29/11/2012 |
| Previous inspection date | 18/05/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children enjoy good opportunities to play, explore and engage in active learning within a well-resourced environment that supports a balance of child-initiated and adult-led experiences. In their play children display high levels of independence and sustained interest.
- Children's learning and development is supported well by skilled staff who have a good knowledge of the Early Years Foundation Stage. They understand how children learn best and this means children make good progress in their development.
- Children enjoy attending the club and play happily with their peers. They feel secure and develop strong attachments with staff who know them and their families well.
- Strong partnerships with parents and the school contribute well to providing continuity and consistency of care for all children and their families.

It is not yet outstanding because

- The planning documentation for children's continuing progress does not provide sufficient information to detail the learning intentions for all seven areas of learning and development.
- The arrangements in place to monitor staff performance to ensure that the quality of the provision continues to improve are not fully developed.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector carried out observations in the main playrooms.
- The inspector met with the manager and spoke with all staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in a parent questionnaire.

Inspector

Alison Gash

Full Report

Information about the setting

Mid Tyne Kids Club was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Broomley First School in Stocksfield, Northumberland and operates from three rooms within two mobile buildings. The club has use of the school playground and the Foundation Stage outdoor environment during term time and holiday periods. The club currently takes children from four years of age and also offers care to children aged eight years to 12

years. During term-time, the children are from Broomley First School and Ovingham Middle School. During the holidays, children from several local schools attend.

There are five members of staff and two volunteers, including the manager, who work directly with the children. All of the staff hold appropriate early years qualifications, and one member of staff has Early Years Professional Status. The club is open five days a week from 7.45am to 8.55am and 3.15pm to 6pm, term-time only. During school holidays the club is open from 8am to 6pm. There are currently 183 children on roll, of these, 14 are within the Early Years Foundation Stage. The setting supports children with special needs and disabilities. It receives support from the local authority.

What the setting needs to do to improve further

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

- refine the planning process by adding more detail about how the prime and specific areas of learning and development will be covered and how resources will be used to further support children's continuing progress
- develop the performance management and monitoring systems further to ensure the high quality of practice already achieved is sustained and constantly improved.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending the club and arrive happily after their day at school. The staff provide a welcoming, homely and calm environment which has a positive effect on children's social skills. They are pleased to be with their friends and together discuss and choose what they wish to do. Children's independence is well supported, as they are able to make decisions about their play. In their chosen and child-initiated activities children display high levels of sustained interest. Children make good progress because staff have a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's development through active play and exploration. Staff effectively take children's learning forward through extending their interests and child-initiated ideas. For example, learning about hibernation and animals that store food a child had an idea to make a food box for reindeer. The member of staff responded positively by providing a recycled box and a selection of paints and whilst sitting with the child she

asked open-ended questions to develop his thinking. This skilful interaction by staff ensures children make good progress in their development. To support their play and learning children are able to access a wide range of age appropriate resources, including natural and recycled materials.

Continuity of learning is promoted because staff work closely with the reception teacher to plan activities that complement children's experiences. Staff plan together as a team activities to cover the seven areas of learning and development. However, the planning documentation does not provide detail of how each of the areas of learning will be covered to support children's ongoing progress towards the early learning goals. Observations are recorded and every child has a learning journey, which is shared with parents to show their child's development. Parents value such opportunities to share their child's progress and their appreciation is reflected in comments, such as, 'loved T's Early Years Foundation Stage booklet. It was lovely to see how much he enjoys activities in kids club. I also agree he loves physical activities and is well developed in this area.'

Good levels of support from staff and effective use of questioning whilst children play, encourages their developing communication and language skills. Selections of story and information books are available for children to read and signs and posters around the rooms support children to link letters with sounds. Children's creativity is well supported through many opportunities to explore and use a rich selection of media and materials. Children talk enthusiastically and proudly about their creations, which are displayed throughout the setting, showing that staff value all children's efforts. A favourite activity of the children's is den making. Staff ensure suitable resources, such as pegs, cushions and camouflage material are easily accessible and as a result children develop their problem solving and design skills.

The contribution of the early years provision to the well-being of children

The underlying ethos of the setting is for all children to feel at ease and that the club provides a home from home. Children's personal, social and emotional development is fostered well. An established key person approach enhances children's well-being, as staff take time to develop good relationships with all children and their families. This ensures children quickly settle and are relaxed in the setting. The club is an inclusive setting where all children are welcomed and valued as individuals. For example, to ensure a child from France who attends the club during holidays feels welcome and included, the staff plan activities and experiences about other children around the world. Children with additional needs are fully supported and their specific needs are well met because staff work in close partnership with parents and the child's school. The staff collect children individually from the classroom ensuring transitions are smooth and information about the child's welfare is effectively shared. For example, if a child wishes to be quiet they are cared for in a cosy and comfortable space. In the 'Comments Book' a parent has written, 'the surroundings are inviting with practical areas and cosy spaces for quieter activities.' The sensitive, caring nature of the staff and consistent care practices reassure parents that their child is well cared for.

Daily routines provide good opportunities for all children to develop their self-care skills and understanding of healthy practices. For example, children know the importance of washing their hands before snack and are encouraged to take responsibility for their own belongings. Snack time is an enjoyable and social experience because the staff sit with, listen and talk to the children about their day at school. In promoting a healthy lifestyle, staff understand the importance of physical development and make sure all children take part in some active play daily. Wide use of the school playground and pre-school garden, access to a range of equipment and playing games such as football and chase ensures all children have fun and develop their physical skills.

Behaviour is well managed and as a result is good. Children develop positive relationships as they play alongside one another and demonstrate thought for others as they invite them to join in their games. For example, whilst playing snooker together the older children show the younger ones how to hold the snooker cue correctly and encourage their efforts.

The effectiveness of the leadership and management of the early years provision

The management have successfully developed a culture of reflective practice, where staff are involved in evaluating all aspects of the provision. This has led to the staff setting themselves high aspirations for quality. Detailed self-evaluation is ongoing and this means areas for development are clearly identified and clear objectives are set. The well-established staff team display high levels of commitment to continued development and improvement of the provision. For example, a questionnaire was sent to parents and, in response to their request to avoid rush hour traffic in the morning, the setting made arrangements to open earlier during term time.

The management committee understands and fully supports the staff in meeting their responsibilities for the learning and development requirements. The staff are well qualified, and by attending training they ensure that they continue to extend their professional knowledge and keep up to date with current practice. As a result staff are motivated, enthusiastic and offer good quality provision for all children attending the club. Management systems are in place to monitor staff performance formally through appraisal and informally through observation, although these are in their infancy.

Children are kept safe because all staff are trained and have a good understanding of their responsibilities for safeguarding children. The setting has robust signing in and out procedures in place to ensure that only named parents and carers can take children from the setting. Staff develop children's awareness of risk through discussions and by displaying signs, such as above a radiator, to warn children it may be hot. Daily risk assessments are carried out and this ensures that risks to children are removed or minimised. All of the staff have completed first aid training, this means there is always a member of staff with a current paediatric first aid certificate on the premises. Since the last inspection staff have reviewed medical procedures to ensure parental signatures are gained on accident records and parents are informed of any injuries sustained and

treatment given.

Effective partnerships are in place with parents and carers, the host school and the club, which promotes continuity of children's learning and well-being. Parent feedback at the time of the inspection was extremely positive. They are warmly welcomed into the setting and are kept well informed of their child's development through informal discussions at the end of each day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | 301892 |
| Local authority | Northumberland |
| Inspection number | 818646 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 3 - 12 |
| Total number of places | 50 |
| Number of children on roll | 183 |
| Name of provider | Mid Tyne Kids Club |
| Date of previous inspection | 18/05/2009 |
| Telephone number | 01661 844610 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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