

# Auckland Out Of School Care

Walker Drive, Woodhouse Close, BISHOP AUCKLAND, County Durham, DL14 6QL

<b>Inspection date</b>	31/10/2013
Previous inspection date	07/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Staff have a good awareness of how young children learn and make the most of opportunities to promote their learning through reflecting children's interests through play.
- Children have access to a warm, welcoming and stimulating learning environment. They take an active interest in their surroundings and display high levels of independence as they engage happily in their chosen activities.
- Children are happy, settled and share positive relationships with others. They enjoy warm and friendly interactions with staff, which helps them to feel safe and secure.
- The club's good relationships with parents and the schools they attend ensure continuity and consistency for children, and help staff to provide fun, worthwhile activities, which complement children's learning elsewhere.

### It is not yet outstanding because

- On occasions staff skills in ensuring that all children are fully included in large group activities, is variable.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's planned and spontaneous activities during the inspection.
- The inspector met with the manager, carried out a joint observation and spoke with the staff and children at appropriate times during the inspection.
- The inspector looked at children's learning journals, evidence of staff's suitability, a range of policies and the clubs risk assessment procedures.

## Inspector

Lynne Pope

## Full Report

### Information about the setting

Auckland Out of School Care was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Auckland Youth and Community Centre in Bishop Auckland, and is managed by a board of directors. The club serves the local area and is accessible to all children. It operates from various rooms within the centre.

The club employs five members of child care staff. Of these, four staff hold appropriate early years qualifications at level 3.

The club opens Monday to Thursday from 3pm until 6pm and on Fridays from 3pm until 5.30pm during term time. During school holidays it is open Monday to Thursday from 8am until 6pm and on Friday's from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 36 children attending, of whom, five are in the early years age group.

### What the setting needs to do to improve further

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

- organise activities so that staff increase their focus on how each child engages in the activity, such as organising small groups rather than whole group activities so that staff can give undivided attention to each child.

## Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. Children's development is supported really well across all areas of learning, enabling the children to pursue their own interests and play preferences. Staff find out about children's interests when children first start at the club, through completing an 'all about me' form through discussion with the children. This helps staff to find out about children's likes and dislikes. They also complete a progress summary document, which shows them what children can do and gives them an excellent foundation for planning for children's individual needs. Staff carry out frequent observations which they link into the areas of learning and development in a learning journal. These observations feed into an overall assessment that clearly shows if children have any delays or gaps in their learning and development.

Children focus really well and are engaged in self-chosen activities. Staff ensure that a broad range of resources are freely available for children to access, which develops their independence. Children make a concentrated effort as they colour in Halloween pictures with felt-tip pens or sit and complete a jigsaw, taking time to make sure they can fit all the pieces together. They enjoy the different construction materials that are available as they make models attaching small building blocks together. Staff give children lots of attention during free play, showing an interest in what the children are telling them. They enthusiastically engage in children's conversations, encouraging children to think and work things out for themselves, offering good levels of support when needed. As a result, children are able to express their thoughts and feelings in a supportive environment. For example, children thoroughly enjoy playing card games together. Staff join in and give them guidance on the rules and play alongside them. This involves children in initiating conversations with each other as they ask each other if they have certain cards when it is their turn. They use their listening skills as children respond and pass a card over if they have got it. This activity helps children to value each other and learn to wait their turn effectively. Staff give children every opportunity to practice their writing skills. They have provided a suggestion board so that children can contribute their own ideas about how the club can be run and what equipment or activities they would like. Children write their own comments on post it notes asking for resources, such as a remote control car. Staff plan activities for the whole group. For example, they organise an activity where children prepare pumpkins for Halloween. This involves children in designing a face for their pumpkin and using their hand and eye coordination to scoop the inside out. Children are confident and speak to their friends, staff and visitors about what they are doing and explain what they want out of the activity. For example, they say they would like a triangle eye on their pumpkin. However, due to staff managing a large group, some children lose interest in the activity, which results in them not being fully included.

Staff have good relationships with parents, which results in, consistent support for all children and an understanding of their individual needs. Staff keep them informed about their children's progress verbally and encourage them to read their child's learning journal. This helps parents to continue their child's learning at home. Regular newsletters keep parents informed about forthcoming events, such as over school holidays and the times of opening. Staff overall are friendly and happy to join in with children's play to encourage them to acquire skills for their future learning.

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

Children are confident, happy and settled in this welcoming club. They enjoy warm relationships with the staff that care for them and all of the children have formed firm friendships. This enables children to enjoy their play activities as they readily include each other in their play. Each child is assigned a key member of staff, who observes and completes their learning journal and liaises with their parent about their development. New children visit the club prior to starting so that they can get to know the staff and children and once they start they are assigned a buddy who will help them to access resources and to settle in the club. This ensures that there is a smooth transition into the care of staff. Children are secure within the familiar routines and consistent boundaries and expectations. They understand how they can help each other and play cooperatively

together. For example, children play harmoniously with the dolls and dressing-up clothes. Staff give children guidance about the boundaries that are set and children respond appropriately as they help to clear away the mess from the pumpkins when asked. Staff give children timely reminders about children's safety and have involved them in an activity where children have contributed to a display. This gave children the opportunity to write signs for the display about how to stay safe within the club. This includes reminders, such as, not to open the door, but to tell a member of staff, to never touch a plug with wet hands and to make sure to tidy toys away.

Children are cared for in a very spacious environment and have free choice about where they carry out their activities, moving freely between three play areas. Resources are easily accessible with them set out around the rooms and on the tables, which means children can easily choose what they would like to do. Their artwork and photographs of activities are displayed in the rooms, which gives children ownership of the environment and contributes towards them feeling settled and secure. There is no outdoor area available for children to use, however, they visit the park regularly and use the sports hall on site. This provides children with opportunities to develop their balance, coordination and both large and small muscle control. For example, they take part in ball games, such as tennis, football and rounder's in the sports hall. They practice their skipping skills and have racing games or navigate obstacle courses. In the park they access large climbing equipment and take part in outings into the local environment such as Hamsterley Forest. This all helps them to negotiate the space around them successfully. Children learn the importance of food for their bodies and eating healthily through activities based on healthy lifestyles. For example, they write their own suggestions on the menu. This gives staff the opportunity to discuss with them what is healthy and not healthy for them. Visitors are invited in to give talks and provide healthy cooking sessions. For example, this week they had a health authority visitor who did healthy breakfasts with the children, where they made fruit towers with fruit and yogurt and at another session they made carrot and coriander soup and muffins. Children's self-care skills are well-developed. They are independent in using the bathroom and staff stand nearby, supervising as they listen to what children are doing but allowing them to be independent.

Effective communication between the club and schools that children attend ensure continuity of care and helps them settle and feel at home at the club. Staff ask schools to fill in a progress summary sheet highlighting the development of children when they first start. A note book is shared between the club, parents and school where anyone can note what children have been doing. This helps staff to find out what children have done at home and school, such as working on children letters and means they can include it in their own planning.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage.

A range of appropriate policies and procedures support children's safety and welfare in the setting. Robust procedures ensure the safe recruitment of suitable and qualified adults to care for the children. Staff's ongoing suitability is monitored through the manager carrying out annual appraisals and six weekly supervision meetings. This gives the staff and manager an excellent opportunity to discuss any concerns about performance and any training and development needs in a formal meeting. The manager also monitors staff performance on a daily basis while she works alongside them, which results in, any concerns about their performance being picked up quickly and addressed by the manager. Ongoing staff development ensures that staff improve their knowledge and understanding of good quality practice. For example, staff have attended training in understanding diversity and fire safety.

Children are safeguarded and staff have an accurate knowledge and understanding of the child protection procedures. They are aware of the steps to follow should they have any concerns about children. Visual risk assessments are conducted daily for the premises, which are supported by written risk assessments for the premises and outings that children go on. This ensures that any possible hazards are identified and minimised for children. A good overview is maintained of children's learning and development. The manager works directly with the children, which enables her to observe them first hand and she checks their learning journals at supervision meetings to ensure they are being completed correctly. Children's individual learning needs are discussed at monthly planning meetings and the areas identified are noted on the planning sheet, so that all staff are aware of what is being focused on.

The manager has completed the Ofsted self-evaluation form which identifies the clubs strengths and weaknesses. From this an action plan is devised, which shows how and when areas for development will be completed. The manager and staff work closely with the local authority development officer to review procedures and practices that support children's development. They work closely with children to find out their views on the club. Children fill in questionnaires where they mark a sad or happy face to indicate how they feel. Any concerns that children raise are dealt with by staff through discussion. Parent's views are sought through questionnaires and any issues raised are reviewed by the manager and staff and taken on board. For example, parents requested that a monthly newsletter be sent out and this has been implemented. The recommendations raised at the last inspection have all been addressed and implemented effectively. For example, staff have developed children's awareness of other cultures, through looking at different festivals and doing associated activities, such as food tasting and looking at the different ways to say hello. A strong commitment to partnership working with parents, other settings and external agencies is evident, and contributes to meeting children's needs.

### **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
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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 action. 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

<b>Unique reference number</b>	550145
<b>Local authority</b>	Durham
<b>Inspection number</b>	877277
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Auckland Youth & Community Centre
<b>Date of previous inspection</b>	07/10/2009
<b>Telephone number</b>	01388 604575

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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, which are usually the childminder's 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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