

Mid Tyne Kids Club

Broomley School, Main Road, Stocksfield, NE43 7NN



Inspection date	16 August 2016
Previous inspection date	29 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- Staff support children well. They work closely with parents and school teachers and share information about children's care and learning. Staff at the club plan activities to complement and build upon the more structured learning that happens at school.
- Staff are actively involved in children's play and learning as they take part in activities alongside them. Children are enthusiastic to learn and engage well in activities.
- Children have lots of fun at the club. They are able to select from a good range of resources which reflects their varied abilities and interests. They comment on how much they enjoy the activities they take part in and that there is something new to do each day.
- Staff have high expectations and a consistent approach to managing children's behaviour. Children learn to respect and value their peers. They behave well and develop strong friendships. Children across the wide age range work and play harmoniously together and offer each other support and encouragement.
- Staff value the uniqueness of each child and encourage their contributions to the club. For example, they support children who speak English as an additional language to expand their use of English. They also incorporate each child's home language into activities and children often teach each other words and phrases.

It is not yet outstanding because:

- Procedures for settling new children into the club are not always consistent enough.
- The arrangements for evaluating practice are not robust enough to identify clear priorities for improvement. Managers do not always fully incorporate feedback from staff, parents and children into plans for development.

What the setting needs to do to improve further

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

- review and extend the procedures for settling new children into the club and work more consistently with parents to ensure all children's emotional well-being is effectively supported when they first begin to attend
- strengthen the arrangements for self-evaluation and work even more effectively with staff, parents and children to identify clear priorities for improvement.

Inspection activities

- The inspector observed activities indoors and outdoors and interactions between staff and children.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the arrangements for checking the suitability of staff.
- The inspector looked at written feedback from parents during the inspection and took account of their views.

Inspector

Clare Wilkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager has clear procedures in place that all staff understand. They recognise their responsibility to protect children from harm and know what action to take if they have a concern about a child. Furthermore, there are robust procedures in place that help to ensure children are kept safe whilst in the club. Most staff are well qualified and all are committed to continuing with their professional development. The manager reviews staff performance and provides regular feedback and guidance to support them in their role. The staff team shares ideas and suggestions, helping to build on the quality of the activities and experiences offered to children. The manager oversees the planning for the programme of activities provided in the club. She discusses her expectations with staff before they present activities to the children. This helps to ensure that staff support children effectively and provide challenging activities that build on their individual abilities.

Quality of teaching, learning and assessment is good

Staff plan a good range of activities and experiences that appeals to children's interests and supports their progress. For example, children build on their mathematical skills as they play games, such as bingo. Children have many opportunities to lead their own play and test out their ideas. Staff encourage them to complete tasks by themselves and to try different ways to solve problems. They use skilful questions that encourage children to think and develop their ideas. Children demonstrate vivid imaginations and strong problem-solving skills. They happily persevere and work together to find their own solutions. This demonstrates a positive attitude towards learning, which helps children to engage effectively in their education at school. Children have an abundance of opportunities to develop their creative skills. For example, they design and decorate birds using a wide range of craft materials. Staff support children to extend their play and learning as they provide more resources to make nests and food for the birds.

Personal development, behaviour and welfare are good

Staff offer children lots of praise and encouragement. This contributes to the high levels of confidence most children demonstrate and they show pride in their achievements. Children learn about the importance of keeping themselves safe and healthy in the club. For example, they choose healthy food items for their packed lunch and discuss how it is important to drink more water in hot weather. Children benefit from fresh air and exercise, as they enjoy frequent access to the outdoor area. This helps to promote their physical health and well-being. Staff also involve children in team games. This helps to teach them about rules, turn taking and working collaboratively. The club provides a good range of resources and activities that teaches children about the similarities and differences between themselves and others. This helps children to learn about the cultures and beliefs of people in their own community and in the wider world. Staff encourage children to take responsibility for their own belongings and to share tasks during routines throughout the day. This helps to promote children's independence and supports them to manage their own needs when they attend school.

Setting details

Unique reference number	301892
Local authority	Northumberland
Inspection number	1059494
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 12
Total number of places	32
Number of children on roll	137
Name of registered person	Mid Tyne Kids Club
Registered person unique reference number	RP910572
Date of previous inspection	29 November 2012
Telephone number	01661842271

Mid Tyne Kids Club was registered in 1998. The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time and sessions are from 7.45am until 8.55am and 3.15pm until 6pm. During school holidays, the club operates from 8am to 6pm, Monday to Thursday. The club supports children who speak English as an additional language.

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