

Auckland Out Of School Care



Walker Drive, Woodhouse Close, Bishop Auckland, County Durham, DL14 6QL

Inspection date	2 September 2016
Previous inspection date	31 October 2013

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's learning and development well. They work closely with parents and school teachers to share information. This helps staff to plan activities to complement and build upon the more structured learning that happens at school.
- Staff are well-qualified and have a secure understanding of child development and the different ways in which children learn. They have a flexible approach which helps them to meet the individual and varied needs and abilities of all children that attend.
- Children behave well. They are involved in setting the rules and boundaries for the club. They take responsibility for their own behaviour and learn to respect and value their peers. Staff have high expectations of children and have a secure understanding of how to manage their behaviour effectively.
- The club is well-organised and staff provide a calm and supportive atmosphere. Children of a wide age range play harmoniously and offer each other help and support.
- The manager and staff reflect on all aspects of the provision. Self-evaluation is accurate and thorough, and it incorporates the views of parents and children. It is used effectively to plan future developments to the service. This contributes to the strong capacity the staff have to drive improvements forward and extend children's experiences in the club.

It is not yet outstanding because:

- Occasionally, children who prefer to learn outdoors are less well supported to play.
- At times, staff do not teach children to understand the importance of keeping themselves safe and healthy.

What the setting needs to do to improve further

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

- extend opportunities for outdoor play and support those children who prefer to learn outdoors even more effectively
- support children even more effectively to learn how to maintain their own well-being.

Inspection activities

- The inspector observed activities and interactions between staff and children.
- The inspector completed a joint observation with the deputy manager and spoke to staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the deputy 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. Staff understand 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 while in the club. Managers have high expectations of staff. They provide an effective programme of support and supervision and encourage them to continue with their professional development. For example, staff attend training courses and meetings where they share information, ideas and suggestions with other professionals. This helps them to build on the quality of the activities and experiences they offer to children. Parents are very happy with the standards of care and learning provided.

Quality of teaching, learning and assessment is good

Children demonstrate a very positive attitude towards learning. For example, they concentrate for extended periods of time as they draw and colour pictures with great care. Overall, staff observe children to identify their interests and current abilities well. This helps them to plan activities that help children to build on what they learn in school. Staff communicate very effectively with children. They use skilful questions that encourage children to think, describe and explain their ideas. They extend children's vocabulary and model new words. This helps to support children's language development. Children select their own activities from a wide range of appealing, high-quality resources. They particularly enjoy freely designing and making their own creations from a wide range of art and craft items. For example, they make pictures of fish using coloured sand. This helps to promote children's imaginative and creative skills. Children practise many key skills in mathematics during their play which helps to complement their more formal learning in school. For example, they count and compare groups of marbles during a game.

Personal development, behaviour and welfare are good

The environment is bright and welcoming. Staff gather lots of information from parents when children first begin to attend. They get to know the needs and interests of new children quickly, which helps them to settle easily into the club. Children demonstrate great confidence and make new friends. Staff encourage children to take part in team games. For example, they play dodgeball in the sports hall area. This helps to teach them about rules, taking turns and working collaboratively, as well as providing opportunities for exercise. The club has a good range of resources and activities that helps to promote awareness 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 are very attentive and offer children lots of praise and encouragement. Generally, they listen carefully to children and respond positively to their ideas and suggestions. This helps children to feel valued and secure, and to develop a strong sense of self-esteem. Overall, staff encourage children to take responsibility for their own belongings and to try to complete tasks independently. For example, staff teach them to tie their own shoe laces. This helps children to manage their own needs more confidently when they attend school.

Setting details

Unique reference number	550145
Local authority	Durham
Inspection number	1060905
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	4 - 13
Total number of places	40
Number of children on roll	79
Name of registered person	Auckland Youth & Community Centre
Registered person unique reference number	RP520315
Date of previous inspection	31 October 2013
Telephone number	01388 604575

Auckland Out Of School Care was registered in 2001. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens on Monday to Thursday from 3pm until 6pm and on Friday from 3pm until 5.30pm during term time. During school holidays it is open on Monday to Thursday from 8am until 6pm and on Friday from 8am until 5.30pm.

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