

Inspection of Amberley Out Of School Club

Amberley Primary School, East Bailey, Newcastle Upon Tyne NE12 6SQ

Inspection date:

1 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff are strongly committed to providing the very best care and education to all children. They are very mindful of children's prior experiences and of how they can successfully build on these. The meticulously planned curriculum is securely rooted in knowledge of how children develop and what they need to learn next. Highly detailed plans about what children will be taught and how staff will teach them contribute to children's consistent progress and high achievements. Children are happy, confident and eager to join in. They readily accept challenges in activities and talk animatedly and with pride about what they have learned.

Staff provide consistent encouragement and praise for children. There is much discussion in the setting about emotions. Staff encourage children to 'find their words' to describe how they feel. For example, they approach staff and say, 'I don't feel like me today', allowing staff to quickly and sensitively support them to feel better. Children show great responsibility and autonomy. For example, staff teach them about ways to keep themselves safe. Children check areas before they play and identify, for example, that toys should be picked up so that their friends do not trip.

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

- Leaders' evaluations of practice are astute and form the basis of ongoing consistent and impactful improvements. For instance, targeted development opportunities, using research-based guidance, help staff to further develop their expert knowledge of the areas of learning that they teach. Children benefit from meaningful and precisely planned learning opportunities that help them to develop new skills and to remember and make connections in their learning.
- Partnerships with other settings that children attend are highly effective. There is in-depth communication between the settings about aims for children's learning, and curriculums are designed to complement one another. Staff take account of attendance patterns and activities that are provided elsewhere to ensure that all children have full access to broad and balanced experiences across all areas of learning.
- Rigorous assessments, alongside staff's excellent knowledge of child development, contribute to highly personalised learning plans. Children who need extra support benefit from tailored teaching that is matched to their individual learning styles and preferences. Staff's high expectations for every child help all children to thrive in their early years education.
- Children benefit from staff's highly skilled and well-timed interactions and interventions. For example, while making dough, staff teach them to count accurately, and they pose questions that encourage children to estimate, predict and solve simple problems. Staff quickly notice and respond when some children

are not as well engaged in this particular activity. They follow the children's interest in cars to teach the same skills in a different way. This helps to ensure that all children develop a secure understanding of early mathematical concepts, which was the intent for this activity.

- Staff plan carefully to support children's physical development for both their health and its benefits for their learning. They have devised an 'Olympics' programme of learning that is aimed at increasing children's movement skills and coordination. Children make excellent progress in this area of learning. They develop a love of being outdoors and their movement and exercise that supports their lifelong well-being.
- Following the COVID-19 pandemic, staff reviewed and improved how sessions are organised. This has helped to provide children with more stable and predictable routines, which give them a deeper sense of familiarity and belonging. The consistent key-person arrangements help children to form meaningful relationships with staff. All children, including those who are new to the setting, are happy and confident learners.
- Children have a strong understanding of how their actions impact on others and a true desire to be a good, kind person. They help to create 'promises' in relation to how they behave, such as 'being helpful', and staff talk to them about what the promises mean. This positive approach transfers to children's learning, and they try their best in everything they do. For example, they work hard to climb the 'learning ladder', which is a visual display that celebrates children's positive contributions and achievements.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY543331
Local authority	North Tyneside
Inspection number	10367827
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	30
Number of children on roll	269
Name of registered person	Little Angels Fun Club and Nursery Limited
Registered person unique reference number	RP520618
Telephone number	01670737274
Date of previous inspection	26 February 2019

Information about this early years setting

Amberley Out of School Club registered in 2017. It is located within Amberley Primary School in Killingworth and provides wrap-around care and learning for children outside of their nursery and school hours. The club operates all year round, from Monday to Friday, except for bank holidays and occasional staff training days. Opening hours are from 11.30am to 6.30pm during term time, and from 7.30am to 6.30pm during school holidays. There are two members of staff who work in the club, and they are supported by a further four members of staff who work during busier times. All six staff hold relevant early years qualifications, with three staff holding a level 6 qualification. The club provides funded early education sessions for three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- The manager showed the inspector around the premises. She talked about how the provision is organised and about the early years foundation stage curriculum.
- The inspector met with senior leaders to discuss management and oversight of the provision. She took account of some documents provided to illustrate the discussion and those related to the arrangements to check staff's suitability.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning and development.
- Parents shared their views about the setting with the inspector.
- The inspector spoke to leaders, staff and children at appropriate times during the inspection.

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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