

Young1s After School Care

St. Cuthberts RC Primary School, The Green, Walbottle, NEWCASTLE UPON TYNE, NE15 8JL

Inspection date	12/11/2014
Previous inspection date	13/11/2013

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

- Staff follow children's lead to provide stimulating activities and this maintains their interests while promoting their learning effectively.
- Children's behaviour is very good. They understand the importance of being kind to each other, share and take turns during play. Praise and encouragement from staff ensures children feel secure and included.
- The manager and her staff team have very good understanding of the safeguarding and welfare requirements, and take all necessary steps to keep children safe and well.
- Partnerships with parents and the host school are highly successful. Good information is effectively shared, meaning that children's emerging needs are well met.

It is not yet outstanding because

- Although children's early writing skills are good overall, occasionally staff do not maximise all opportunities to help them write letters of their name correctly.

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 activities throughout the club in both indoor and outdoor spaces.
- The inspector looked at children's records, planning documentation and a selection of policies.
- The inspector spoke to the manager, staff and children throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualification of staff working with children, and the provider's self-evaluation.
- The inspector carried out a joint observation with the manager.

Inspector

Janet Fairhurst

Full report

Information about the setting

Young 1s After School Care was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from St Cuthbert's Roman Catholic Primary School in Walbottle. The setting serves the children attending the school in which it is based. Children are cared for in the main hall and have access to an enclosed outdoor play area. The setting opens five days a week from 7.30am until 8.55am and from 3.10pm until 6pm during school term time. There are currently 62 children on roll, of these five are in the early years age range. Children attend for a variety of sessions. There are currently six members of staff working directly with the children, four of whom hold appropriate early years qualifications at level 3, one holds a level 2 qualification and one is unqualified.

What the setting needs to do to improve further

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

- enhance children's already good early writing skills, for example, by using children's name cards to show them what their name looks like when written down, and to enable them to copy the text correctly onto their own work.

Inspection judgements

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

Staff have regard to the learning and development requirements of the Early Years Foundation Stage. Good communication with Reception class teachers in school ensures that information is routinely shared about each child, so that their individual needs are met. As a result, staff know children well and have a good awareness of each child's capabilities, likes and preferences. This information, combined with observations and discussions with parents and children themselves, ensures that their learning is successfully complemented. Staff are mindful that children have been at school all day and that their time at the club is for them to have fun and enjoy activities or rest. Consequently, planning is flexible and strongly influenced by the children's choices, ideas and play preferences. Alongside this the ongoing communication with the class teachers also enables staff to tailor support to further enhance children's skills. For example, following a discussion with the Reception class teacher staff planned outdoor activities that enabled them to focus on developing children's throwing and catching skills.

Staff place a strong emphasis on the importance of extending children's personal, social and emotional development, and their communication and language skills. This supports them well as they move forward in their learning at school. For example, when playing with small construction bricks children exchange and share ideas as they build models together. Staff are skilled at extending children's play, engaging them in conversations

while they play to encourage their critical thinking language skills. For example, they use good questioning skills by asking children to tell them about their artwork and craft activities. Children develop expressive language skills as they confidently talk about their national children's charity posters and the materials they have used. Staff give children every opportunity to practise their writing skills. For example, children draw and colour self-portraits and pictures of their family. However, when children start to write recognisable letters and words, such as their names, they are not always given enough guidance to write letters correctly, to further support their writing and letter formation. Staff clearly know children well and listen with genuine interest to what they have to say. They move around the hall to be available to join in with children's play, providing a successful balance of supervision, interaction and modelling of ideas. For example, staff adjust tables and chairs to ensure that all children who are interested in participating in creative activities are able to do so. This helps to facilitate and support children to acquire the skills and capacity to learn and to assist them in their future learning.

Children enjoy using their number skills as they play board games. Children count the numbers on the dice and devise strategies as they aim to win. Young children work together to complete a complex number jigsaw supported by staff who ask questions that extend their thought processes, enabling them to find the correct pieces. Staff bake with the children this helps them learn about space, weight and measure. Outside, older children organise games, such as football, while staff support younger children to use skipping ropes, or to hold bats as they negotiate how to hit the ball. As a result, children grow in confidence as they develop their physical skills. Secure partnerships with parents mean that information sharing is consistent and creates a link between the club and home. Staff provide parents with daily feedback and details of the activities the children have enjoyed when they enter the setting to collect their children. Consequently, individual children's needs are recognised and met well.

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

When children start attending they are able to settle in quickly. This is because they already know the after school club staff as they are employed in the school during the day. This prior knowledge, as well as the time the staff spend with parents helps children to feel safe and build a sense of belonging. In addition, older children also become buddies for children in the early years age group. They show the younger children where the resources are kept and introduce them to other children. As a result, children make very good progress in their personal, social and emotional development in a warm, caring, supportive environment. Staff provide a varied range of interesting play experiences which ignite children's curiosity. All resources and activities are easily accessible. This means children are able to confidently explore their surroundings and initiate their own learning.

The staff team enjoy their work and this is reflected in the sense of fun they generate and the happy environment which is created. As a result, children behave very well. Children establish club rules together, which reinforce appropriate expectations that children aspire to achieve. In addition, children's positive behaviour is also celebrated with certificates and stickers. Staff encourage children to take responsibility for themselves, learn to listen, share and be kind to others. This means children quickly learn what is expected and they

cooperate with each other. For example, younger children are invited to join in the older children's games and develop a sense of achievement, such as successfully hitting the ball with the bat. This helps children to grow in confidence and self-esteem and form positive relationships with their peers.

Children have plenty of opportunities to develop a good understanding of a healthy lifestyle and the importance of exercise. For example, they are provided with nutritious snacks and help staff prepare the table, promoting life skills. Children learn about the importance of good hygiene practices as they routinely wash hands before eating and after visiting the toilet. Children have good access to outdoor play to help them to keep fit and enjoy the fresh air. Staff have high regard for children's safety. They supervise children well, in both the inside and outside environments. Staff enable children to learn effectively about how to keep themselves and others safe. For example, they know that they must tell staff if they are going to use the toilets so that staff are aware of their whereabouts. Children also benefit from discussions around regular emergency drills about fire safety, so they are aware of what to do in such situations.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the manager and staff team and are well met. Staff clearly explain the signs and symptoms of child abuse and neglect and know how to liaise with the appropriate agencies should they have concerns about a child in their care. Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability. Effective induction procedures help new staff to fully understand their roles and responsibilities. Staff are deployed well which ensures children are successfully supported in their learning, as well as being supervised at all times. This combined with robust risk assessments and routine safety checks contribute significantly to children's safety and well-being. The manager and staff regularly review the educational programme to make sure they work in partnership with the school to provide consistency in children's learning and development. This ensures children's needs are met and that they are fully engaged and interested in what they do. Staff performance is monitored through observations and appraisal systems, which include the identification of their training needs. The manager also works alongside staff, which means she can monitor the quality of teaching, and children's play and learning experiences.

Strong relationships are established with parents as all staff are fully committed to working in partnership with them. Staff make time to exchange information with parents about the activities their child has enjoyed. Parents comment very positively about the care their children receive and feel reassured that they are kept safe and have fun. Effective collaboration between all partners involved in the children's care ensures they progress in their learning, and their safety and well-being are fostered successfully. This is especially strong with the host school and relationships here have been successfully developed to promote children's well-being and continuity of learning. Self-evaluation is in place, which

clearly identifies the club's strengths and areas for development. Reflection on all areas of practice and the environment is ongoing. Staff observe how children use the different spaces and resources, actively seeking their opinions, and those of parents to develop the club. This ensures that the club is constantly evolving, to meet the changing needs of the children attending and to accommodate new ideas. The action and recommendations from the previous inspection have been addressed well. For example, staff ensure that children are able to participate in daily outdoor play. Staff have also implemented an effective key-person system which means that strong links are formed with parents to enable the frequent and effective sharing of information. This shows a commitment to improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY461652
Local authority	Newcastle
Inspection number	996341
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	26
Number of children on roll	62
Name of provider	Beverley Young
Date of previous inspection	13/11/2013
Telephone number	07850174717

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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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