

# PeaPods out of hours school care

St. George's RC Primary School, Bells Close, Lemington, Newcastle Upon Tyne, NE15 6XX

## Inspection date

31 March 2016

Previous inspection date

17 July 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

- Leadership is very strong. The manager has high expectations and a clear vision for the club. She and the staff team work very closely together with children and parents to identify areas of improvement. This contributes to robust self-evaluation of the setting.
- Children's views and opinions are valued highly. Children are encouraged to make decisions and contribute to the planning of activities. This helps to give them a sense of belonging and self-worth.
- Children's behaviour is excellent. Children help to establish their own ground rules for behaviour. Staff promote good manners through everyday routines and children show politeness and respect to others.
- Children are kept extremely safe and secure. Staff are vigilant and ensure all hazards are minimised. Children are involved in completing their own risk assessments.
- Partnerships with parents are very effective. Information is successfully shared on a daily basis. Parents are very complimentary about the service. They say that they feel well informed about daily activities and events. They also comment that they are always welcome and have opportunities to be involved in any decision making.

### It is not yet outstanding because:

- The monitoring procedures for staff are not yet focussed fully on raising the quality of their practice to an even higher level.
- Staff do not consistently offer opportunities to children that strengthen their understanding of differences between themselves and others.

## What the setting needs to do to improve further

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

- strengthen the process for monitoring staff performance and focus more highly on their continued professional development
- provide more consistent opportunities for children that strengthen their understanding of differences between themselves and others.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector took account of parents' written comments.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The managers have a strong drive to ensure children are provided with a high-quality service. The managers are very professional and extremely organised. The staff are well qualified and very committed. Children have a very good range of exciting and stimulating activities to choose from. The flexible and relaxed approach to promoting play and learning is very successful. This is demonstrated as children become engaged and engrossed in activities immediately on arrival at the setting. Leaders are involved in reviewing the policies and procedures which are shared with parents and carers. This contributes to the overall successful management of the setting. Systems are in place to monitor the quality of the provision and staff, generally, access training as identified. For example, staff accessed training on behaviour management and the impact of this is evident in the group. The arrangements for safeguarding are effective. Managers have a very high regard for safeguarding and ensure that robust procedures underpin everything that staff do. Staff have a clear understanding of the steps to take should they suspect a child is at risk of harm. Recruitment procedures are robust and help to ensure the suitability of staff.

### Quality of teaching, learning and assessment is good

Strong links with the host school help staff to deliver activities that complement children's learning in school. Staff promote effective conversational language and promote good thinking skills, as they chat and ask thought provoking questions about children's activities. Children complete creative activities as they make gliders and are animated about how they will fly outside. Children are confident communicators and show pride in their creations as they share their handiwork with others. Staff use their observations well to plan activities that interest and motivate children. Children are involved in evaluating their own activities. They use a children's questionnaire to record their pictures and comments. Staff take high regard of these comments and use them to inform the next steps in planning. These, in turn, are thoroughly evaluated, making the whole observation, assessment and planning cycle very effective.

### Personal development, behaviour and welfare are good

Children are relaxed and enjoy their time at the setting. They are self-motivated and initiate their own play. They develop their problem-solving skills and use their imagination as they make a cafe. Staff provide appropriate support, as necessary, while encouraging children to make their own plans and decisions. Staff ensure that resources are ready and available so that children can develop their own ideas successfully. Children confidently ask for additional items when needed. Older children are encouraged to help and support younger children, which they do willingly. Staff are successful at promoting children's physical and emotional well-being. Independence and self-help skills are fostered effectively. Children are encouraged to wash their hands after using the toilet and before eating. Staff trust children to be responsible and follow health and hygiene guidelines. Children help prepare and set out food and drink items for their snack. These consist of healthy items that children help to prepare. Children eat snacks and meals together to develop social and interpersonal skills. They confidently chat about daily events.

## Setting details

<b>Unique reference number</b>	EY442502
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	1042051
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	21
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Mrs Watson and Miss Milligan Partnership
<b>Date of previous inspection</b>	17 July 2012
<b>Telephone number</b>	01912675677

PeaPods out of hours school care was registered in 2012. The club employs two members of childcare staff. All hold appropriate early years qualifications at level 3. The club opens Monday to Friday all year round. Sessions are from 8am to 9am and 3pm to 6pm during term times and from 8am to 6pm during school holidays.

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