

# Blaydon Youth Club Childcare



Blaydon Youth Club, Shibdon Road, BLAYDON-ON-TYNE, Tyne and Wear, NE21 5LU

<b>Inspection date</b>	23 November 2016
Previous inspection date	6 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders have detailed systems in place to track the progress made by individual and different of groups of children. They evaluate their findings to identify and quickly address any gaps in children's learning. This information is swiftly shared with staff to help them to plan accurately for what children need to learn next.
- The quality of teaching is strong. Staff complete regular observations and plan exciting and challenging activities. Parents, overall, provide information about what their children know and can already do. Resources are clean and well maintained.
- Children's physical development is well supported. Children use bicycles and scooters to ride around obstacle courses in the large sports hall. They climb over soft-play equipment and roll, crawl and move their bodies in various ways.
- The well-qualified staff team is dedicated and demonstrates a thorough understanding of how children learn. They are very good role models and offer a warm and caring approach.
- Children make good progress. They are confident and independent learners. Children behave well, demonstrate good social skills and show respect for one another. They play cooperatively with others and invite other children to join in their play.

### It is not yet outstanding because:

- Leaders do not yet incisively evaluate the views of others and help raise the quality of the setting to the highest level.
- Staff have not yet implemented highly successful ways of engaging all parents in their children's learning at home and in the setting.

## What the setting needs to do to improve further

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

- refine self-evaluation procedures that precisely evaluate the views of others and raise the quality of the provision to the highest level
- implement highly successful ways that encourage all parents to become fully involved in their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager. She looked at relevant documentation, including the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff demonstrate an excellent understanding of local safeguarding procedures. Partnership working with other professionals is strong. Staff attend meetings and share information with others regarding children's individual needs. They demonstrate a thorough understanding of the procedure to follow should they be concerned about the welfare of a child in their care. Premises are safe and secure. Leaders and staff complete thorough risk assessments and adhere to ratio requirements at all times. The setting is situated within a community centre. It has security cameras placed at the front door and throughout communal areas and is fitted with a secure fob entry system to the main childcare room. Staff take groups of children into other areas of the community centre and closely supervise them at all times. Attendance registers are well maintained. Parents are required to sign children out before leaving the premises. Visitors are also required to sign in and out and are closely supervised throughout their visit. Leaders complete staff supervision sessions and practice observations. This helps them to identify any training needs.

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

Children have a wide choice of dressing up costumes and resources. They learn to dress in various costumes and pull up zips. Children act out different scenarios, dressing as their favourite superhero and developing their own narrative as they play. This helps to develop their imaginative skills. Children add food colouring and bubble solution during water play. Staff provide them with various utensils, such as spoons and colanders. They encourage children to think about what might happen when a tray is filled with water. This helps to develop children's thinking skills. Staff are enthusiastic and encourage children to become deeply engaged in their learning. This helps them to become motivated to learn.

### Personal development, behaviour and welfare are good

Staff follow children's interests very well. For example, planned activities are changed to encourage their emerging interests. Children are provided with regular praise and encouragement. This helps to support their self-esteem. Staff provide opportunities for children to develop an awareness of how to lead a healthy lifestyle. They are provided with balanced and nutritious meals and are encouraged to follow good hygiene practices. For example, staff wash their hands alongside younger children and sing songs to remind them of the daily routine.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress in all areas of learning. They demonstrate perseverance in finding out how things work. Children operate basic technological equipment and complete simple programs on computers. Their mathematical skills are well supported. Children use their good counting skills as they play and recognise shapes within the environment. They talk to visitors about what they create and make marks on paper with writing equipment. Children are equipped with the key skills needed for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY459065
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1078294
<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>	2 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Blaydon Youth Club Committee
<b>Registered person unique reference number</b>	RP520481
<b>Date of previous inspection</b>	6 August 2013
<b>Telephone number</b>	01914144964

Blaydon Youth Club Childcare was registered in 2013. The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 9am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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