

# Captain Cook Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	508541
<b>Inspection date</b>	10/12/2008
<b>Inspector</b>	Donna Suzanne Lancaster

<b>Setting address</b>	Captain Cook Primary School, Stokesley Road, Marton-in-Cleveland, Middlesbrough, Cleveland, TS7 8DU
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Captain Cook Out of School Club registered in April 2000 and is managed by a voluntary management committee. It operates from the junior school hall and Y6 classroom within the school building. There is an enclosed outdoor play area accessible during the lighter nights. The school is situated in an established residential area on the outskirts of Middlesbrough.

A maximum of 40 children may attend at any one time. Children from four to 11 years may attend. The setting is open from 15.00 to 18.00, Monday to Friday, term time only. Care is offered to children attending the school. There are currently 37 children on roll, of which, one is in the early years age group register.

The provision employs four members of staff to work directly with the children. All hold appropriate early years qualifications.

The provision is registered on the Early Years register and on both the compulsory and the voluntary parts of the register.

## **Overall effectiveness of the early years provision**

There were no children present on the day of inspection. However, evidence such as discussions with the staff, photographs of the children and the associated documentation demonstrated that young children are appropriately cared for and make satisfactory progress. The staff have begun to update their skills and knowledge in relation to the Early Years Foundation Stage (EYFS) statutory framework and guidance, however, this is still in the early stages of development. The club is fully inclusive. The recently appointed manager has a clear view of what is good about the club and what needs to be done to improve, but does not yet evaluate the quality of provision in any formal way. Staff have informal contact with children's teachers, however, they have not used this opportunity to share information and subsequently plan activities to complement children's progress at school.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure a fire evacuation is practised on a more regularly basis
- place greater emphasis on developing children's awareness of maintaining good hygiene practices, particularly at snack time
- develop the resources and activities to raise children's awareness of diversity
- ensure details of accidents recorded are retained and the attendance register shows the times of children's arrival
- continue to develop the self-evaluation process to identify future improvements and further develop the links with school so that information can be shared

- continue to develop the systems for observations, assessments and planning to ensure all areas of learning are sufficiently covered.

## **The leadership and management of the early years provision**

The manager has only been in post since November. She has begun to update and review the records, policies and procedures required for safe and efficient management of the EYFS to ensure that the needs of all children are met. The management have recently undertaken training to keep them up-to-date with new legislation and they are beginning to come to terms with requirements of the EYFS and the implementation of the framework. All staff hold appropriate early years qualifications and paediatric first aid certificates. Good improvements have been made since the previous inspection with the management addressing the weaknesses in recruitment; child protection; complaints and induction procedures. Record keeping has also improved, however, the hours of children's arrival at the club is not recorded and although parents are given written details regarding any accidents which may have occurred, the club do not retain a full copy for their records. Staff's knowledge and understanding of regulations has also improved as some training has been completed since the last inspection, such as child protection. Although, there are no formal systems in place yet to identify future improvements within the setting, the manager has already identified some key areas for development. She demonstrates a satisfactory capacity to improve the services further and has attended training on self evaluating.

There are sufficient resources to keep children interested and involved. They are set out reasonably well to enable children to access them easily. The fire evacuation has not yet been practised with the early years aged group of children attending the setting. This does not fully protect children's welfare. The premises are safe and secure and risk assessments are carried out daily as the hall is used by other providers to identify and minimise hazards. This ensures children can play in a safe and secure environment. The manager and staff have a positive attitude for caring for children with additional needs and they demonstrate a satisfactory understanding of how to promote inclusion for all children.

Staff exchange verbal information with parents on a daily basis. They have obtained some records to sufficiently meet children's needs, for example, if they have any allergies, dietary requirements, likes or dislikes. However, staff have not yet formed any formal links with school to ensure progression and continuity of learning and care.

## **The quality and standards of the early years provision**

The setting provides a safe and secure environment for the children, this enable them to become increasingly confident and independent. Children play in the main hall where 'pre-planned' resources are set out by the staff for children to access. In addition, children can request different activities to these. A key person system is currently being developed which ensure that staff are deployed effective in order to support and supervise children in their play, learning and development. Staff

discuss how they ensure that all children are included in activities. They adapted the activities to enable the younger children to take part. For example, from discussion the children make their own money to go in the role play area when playing shops. Staff are beginning to implement the EYFS requirements and have begun to make simple observations and assessments of what children are doing. However, these systems are not yet fully developed. Planning for children attending under the EYFS age group are currently under review in order to ensure that all children's learning and development requirements are met.

From discussions and evidence provided a selection of suitable activities are available for children to choose from, for example, arts and crafts, table top games, books, TV, games console and physical games such as dodge ball and football. Children's views and ideas are sought on the type of activities they wish to participate in and this is reflected in the planned range on offer. However, there are limited planned opportunities for children to learn about wider society and other cultural backgrounds.

From discussion children learn that exercise is good for them and they take part in planned team games indoors. Drinking water is available at all times and tea time snacks are generally healthy. However, hygiene procedures to maintain the health of the children is not always encouraged, for example, children do not always wash their hands at snack time and some children wander around with food in their hands. Children sitting together to contribute to them developing social skills and promoting good table manners is an area in which the manager is trying to develop. Children experience appropriate levels of supervision and are developing a clear understanding of how to keep themselves safe. For example, staff discuss how children learn that they must not run in the hall and only adults are allowed to answer the door. Behaviour is good overall and adults encourage children to play amicably together.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.