

Cottam Holiday Club

Inspection report for early years provision

Unique reference number EY290000
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Inspector Andrea Paulson

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Type of setting Childcare on non-domestic premises

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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 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.

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Description of the setting

Cottam Holiday Club opened in 2001 and operates from Cottam Primary School, Cottam, Preston. It is one of six facilities organised by Discovery Vine Ltd. The club has use of the school hall, a designated classroom, the adjoining resource area and the school playground. It operates each week day in school holidays from 7.45am until 5.45pm and during term time from 7.40am to 8.40am and 3.15pm to 5.45pm. The club supports children with special educational needs and/or disabilities, and those for whom English is an additional language.

Six members of staff work with children, half of whom hold relevant qualifications. The manager has an early years qualification at level 4 while the deputy and another staff member both have an early years and playwork qualification at level 3.

There are currently 66 children on roll, 40 of whom are under eight years, including six in the early years age group. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress as each child actively participates in the inclusive and imaginative setting. The high level of staff interaction ensures that individual needs are generally met well and children benefit from outstanding experiences. Their health and safety are high priority and children's awareness is effectively promoted through consistent practices. Partnerships with parents and the school are largely strong in enabling improvements and supporting children's welfare, learning and transition from school. Considerable effort has been put into evaluating the provision to identify strengths and areas for development. Recording systems are mostly efficient and enhancements made demonstrate the setting's capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- provide an appropriate area for children who wish to relax, play quietly or rest
- develop the systems to share children's individual welfare, development and learning progress more effectively with parents in order to promote further continuity and parental involvement.

The effectiveness of leadership and management of the early years provision

The management of the setting is strong with well-informed leadership to ensure that staff are suitably vetted. Knowledgeable staff implement the inclusive policies and procedures and safeguard children well. Risk assessments identify and resolve hazards to help keep children and adults safe, both inside and outdoors. Significant improvements have been made since having a designated room, so that children's work is better displayed and resources are easily accessible. Effective self-evaluation includes contributions from staff and children to drive further improvement. Recording systems are generally thorough and policies are comprehensive and current. The setting sustains positive working partnerships with other professionals and settings. Some staff also work in the school and these links are particularly strong.

Skilled and conscientious staff provide a well organised environment, which is bright and colourful with imaginative displays. The rooms are set out with an exciting range of activities, which engross children. Children make choices and contribute their ideas for future resources. Staff enable children to have access to all the play areas while also maintaining the high level of supervision. The key person system ensures that each child's unique qualities are acknowledged and valued, with staff providing sensitive and flexible care to meet each child's needs well. Although quiet activities are provided, there is no designated quiet area where children can rest and read or role play peacefully. Staff organise resources and practical activities, which reflect cultural diversity so that children become aware of the wider world.

Partnership with parents is strong. However, assessments of children's individual progress are kept in one file and this system makes it difficult to share fully with parents information about children's learning, development and welfare. Parental feedback is very positive with comments about the wonderful activities and caring staff.

The quality and standards of the early years provision and outcomes for children

Staff promote children's learning and development extremely well. Overall and individual planning ensure a good balance across all the areas of learning. Staff take pride in their work, demonstrate genuine care for each child and make a strong team.

Provision for children to enjoy and achieve is outstanding. Staff are committed to providing children with stimulating experiences. Children enthusiastically make tie-dye cloth, and concentrate when making mosaic shapes. They are very proud to show their work. Children's individual talents are encouraged as they settle to write a story. The current topic of 'Halloween' is very much enjoyed as they make witches and ghosts. Meticulously planned and resourced activities include model-making, sports, construction, and making posters. Children and staff evaluate

activities together so that they feel very much part of the club. Children very much enjoy the activities and suggest future resources, so ensuring their continuing interest. Staff interact with children freely, so promoting individual self-esteem and confidence particularly well.

Children learn about healthy lifestyles through their involvement in imaginative activities and regular outdoor play. They make posters to illustrate healthy foods and devise board games about 'how we stay healthy'. Nutritious, cafe-style snacks enable them to eat according to individual need. They prepare their own snacks, such as wrapping ham and cucumber in tortillas, try healthy foods, including fresh peppers and choose from a bowl of fruit. They develop good understanding of health and hygiene through consistent practices. Children feel safe in the secure, well maintained environment. Effective procedures help keep children safe as the entrance is securely monitored so that no unauthorised persons can enter. Parents and visitors sign in and out so that everyone on the premises is accounted for. Children learn about personal safety as they practise fire drills, pick up toys and use resources responsibly.

Children's work is valued as their pictures are displayed, including three dimensional collages. Children show increasing computer skills while becoming familiar with technology as part of developing future skills. Children make a positive contribution and learn social skills as they share toys, take turns, tidy up and help each other. They are treated with warmth, friendliness and respect so that each child feels welcome and thoroughly enjoys their time at the club.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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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