

# Cottingley Care Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY424491
<b>Inspection date</b>	06/10/2011
<b>Inspector</b>	Ingrid Szczerban

<b>Setting address</b>	Cottingley Village Primary School, Cottingley Moor Road, BINGLEY, West Yorkshire, BD16 1SY
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<b>Type of setting</b>	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

Cottingley Care Club opened in 1989 and re-registered in 2011 after becoming a limited company. It operates from a dedicated room within Cottingley Village Primary School near Bingley, West Yorkshire. Children have access to the main school hall and their own outside play area. The club serves children attending the school.

Opening times are Monday to Friday from 7.45am to 8.55am and from 3.15pm to 6pm during term time, and from 8am to 5pm during school holidays. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children under eight years may attend the setting at any one time. The club currently takes children from three to 11 years of age. At the present time, there are five children who are within the Early Years Foundation Stage, from a total of 53 children on roll.

There are six members of staff, including the manager, who work directly with the children. Of these, one holds qualified teacher status, one has attained a level 5 early years qualification, one at level 3, and one is currently working towards a recognised level 3 qualification. The setting is supported by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory attention is given to meeting the individual learning and development needs of children. They take part in a range of activities and make steady progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. On the whole satisfactory systems are in place to promote the welfare needs of children. Relationships with parents, carers, and links with external agencies, are positive. The provider assesses the effectiveness of the setting, and areas for improvement are identified. A capacity to improve is demonstrated in order to ensure that outcomes for children develop satisfactorily.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written parental permission is requested at the time of the child's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 13/10/2011

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

- improve parents' ease of access to development records about their child.

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

On the whole safeguarding procedures and practices ensure that children are protected. The staff team are appropriately vetted, have completed training in safeguarding children and know the signs and symptoms of potential abuse. Staff hold current first aid certificates and risk assessments are effectively implemented. Security procedures are adhered to, early years children are escorted to the bathroom, only named persons may collect children and a log of visitors is kept. The policies and procedures for the club are reviewed, signed and updated as necessary, and some written consents are obtained from parents. However, the club do not obtain parent's consent for the seeking of any necessary emergency treatment or advice, which is a breach in legal requirements. All accidents to children are recorded, and are countersigned by parents.

The staff hold suitable qualifications and are deployed effectively and support children as they learn through play. The organisation of space and resources meets children's individual needs and enables them to develop independence and to make choices. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development.

Self-evaluation is undertaken by the staff team and the views of parents and children are sought. Parents complete questionnaires periodically and staff try their best to accommodate their requests. As a result, the opening times of the club have been extended. The children are directly involved in planning through discussions and some of the older children did a survey to find out the views of all the children. They asked the other children what activities they would like to be provided in the club and recorded their findings, but roller coaster rides in the outdoor play area were decided against! The club have also taken part in a quality assurance scheme and have improved inclusion for children. The staff have re-organised all the resources so that children can reach them. Boxes are labelled with writing and pictures, and scissors and pencils with larger grips are now provided.

Relationships with parents, carers, and links with school, are positive. Parents receive an information pack which includes the main policies, such as behaviour management, child protection and complaints. Each day the staff speak with parents at drop off and collection times and those parents with children in the Early Years Foundation Stage are made aware that a development file for their child is kept. These are shared with parents periodically, but they do not have easy access to them. The staff have good relationships with the teachers in school as some of them work in school too, so children's learning is complimented between the settings.

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

Plans of activities are predominantly child led, with adults lending good support. For instance, the children love to play outside so the staff incorporate this into the daily routine. Staff talk to the children about what they are doing and praise their efforts. The children's ideas are valued and acted on whenever possible. Some children wanted the home corner to become a pet shop and so this was organised. Basic development records are kept by the key person for each child in the Early Years Foundation Stage. These satisfactorily compliment the curriculum delivered in school and mainly record children's interests and their personal, social and emotional development.

Children are polite and well behaved. They have friends they like to be with and their relationships with adults are very good. Children are happy, relaxed and confident in their environment. The youngest children are very self assured in the company of the older ones. A snack bar system is used whereby children pour themselves a drink and select a snack of fruit or vegetables whenever they wish. Healthy lifestyles are encouraged because only nutritious foods, such as carrots and bananas, are offered. Children have a garden plot within their designated outdoor area and access to the school's fruit and vegetable garden, so they learn about nature, where food comes from and increase their understanding of the world around them.

Children learn well about what their bodies can do and the effects of strenuous exercise on their bodies. They have great fun playing 'tig' and chase each other and staff around the playground until they are breathless. The children like to role play and act out familiar scenarios from home and school, such as pretending to be teachers. Regular baking and food preparation activities help children to develop their skills in weighing, measuring and counting.

The staff teach children about keeping safe. The children are involved in setting rules for the club. They practise regular fire drills and are taught how to use equipment correctly. The premises are clean and well maintained and good hygiene is promoted to minimise the risk of any cross-infection. Children know to wash their hands after using the toilet and why this is important.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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