

# CASPERS

Cullingworth Primary School, Station Yard, Halifax Road, Cullingworth, BD13 5DG

## Inspection date

23/01/2013

Previous inspection date

19/09/2011

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Met

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and clearly enjoy coming to the out of school club. They play enthusiastically and are very sociable and well-behaved because of practitioner's positive role modelling and involvement in their play.
- Practitioners effectively identify and minimise hazards through effective risk assessments. This means that children's safety and well-being is promoted to a good standard.
- Children develop a strong sense of belonging in the out of school club because practitioners encourage them to take responsibility of how it is run. Their ideas are valued and respected, and form a large part of what is provided.
- Children develop a good awareness of keeping themselves safe and healthy because practitioners plan a wide variety of interesting activities.

### It is not yet outstanding because

- There is scope to improve the opportunities for children to readily represent their ideas, through more accessible media and materials.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and care routines in the out of school club room.
- The inspector spoke with the manager, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies and children's records, and evidence of suitability of practitioners working within the setting.

## Inspector

Rachel Ayo

## Full Report

### Information about the setting

Caspers was registered in 2004 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in one classroom, with additional access to the hall, within Cullingworth Village Primary School, in Bradford. The out of school club is run by a management committee and serves the children of the school. Children access the school playground and field for outdoor play.

The out of school club employs four members of child care staff. Of these, three hold appropriate early years qualifications at level 2 and 4. The out of school club opens

Monday to Friday, term time only. Sessions are from 7.45am until 8.50am and 3.05pm until 5.20pm and children attend for a variety of sessions. There are currently 22 children attending, four of whom are within the early years age group.

### **What the setting needs to do to improve further**

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

- extend children's creative opportunities by making available materials which enable them to imagine and develop their projects and ideas, while they are still fresh in their minds and important to them, more accessible.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Practitioners have a good knowledge of the learning and development requirements and, therefore, provide a varied range of exciting play experiences. These are based on children's interests and what they say they would like to do. Practitioners also incorporate their next steps, identified through regular observations and assessment and discussions with the reception class teacher to extend and ensure consistency in learning. Where practitioners provide new activities, they give evaluation forms to children, in order for them to determine the success of these and monitor children's enjoyment. Consequently, children can communicate their thoughts openly and honestly, which means they feel valued and listened to and develop good levels of confidence and self-esteem.

Practitioners demonstrate good expectations, enthusiasm, engagement and motivation of children. They are friendly in their approach, as they sit and talk to children while they play. They ask open-ended questions, encouraging children's language for thinking, and suggest ideas to enhance children's experiences, as they help construct brick models or partake in imaginative play. Practitioners place a strong emphasis on children's personal, social and emotional development. They support children's skills in talking and listening by effective role modelling, and build a culture of value and respect for one another. Children listen to each other during group activities and show good levels of concentration, giving good attention to what others say. They share ideas and introduce a storyline, as they engage in imaginative play in the interesting den created, with the parachute.

Children recognise the uniqueness of each other as they take part in events, such as 'Caspers Got Talent'. There are many exciting adult-planned arts and craft activities that engage children's interests and ignite their creativity, such as making a castle. However,

there is scope to provide further opportunities for children to spontaneously access and use media and materials to express their ideas. As children play with dough they use simple tools to effect change to this and create patterns. Children have good access to technology. They complete simple programmes on the computer and create their own booklets using photographs they have taken themselves.

Positive relationships are held with parents to engage them in sharing their child's learning in the setting and in the home. Parents are asked to complete an 'Information from Home' form, alongside supporting their children in completing an 'All about Me' form when they start. This provides a starting point for gathering information about children's interests, likes and dislikes and individual needs.

### **The contribution of the early years provision to the well-being of children**

Children are happy and clearly enjoy what they are doing. They develop a strong sense of responsibility in the out of school club, which helps them to be self-motivated and confident. Each child's key person finds out about their individual needs through strong partnership working with the school and parents, to ease transition. Positive relationships between children and practitioners are clearly evident. For example, children readily invite them to engage in their restaurant role play and are confident to speak to them about their own needs, or if they want support. This further demonstrates that children feel safe, secure and comfortable in the out of school club. Children's sense of belonging is fostered further through displays of their artwork, which creates a bright and welcoming environment.

Children behave well and play cooperatively. Strategies, such as the use of a sand timer, positively reinforce children's understanding of sharing and taking turns. Practitioners also encourage children to take steps to resolve conflicts with other children by finding a compromise. Children learn to value and appreciate the similarities and differences between themselves and others as they celebrate many differing festivals. They engage in local and wider initiatives that help them learn about their own community and the wider world, such as adopting a monkey on the internet and making a scarecrow for the village festival.

Children move around freely and have a good understanding of keeping themselves safe, as they talk about safety rules, such as not running inside. Children learn about safety outdoors through yearly visits from the Road Safety Team and they make their own safety posters. A safety handbook, created by the children, additionally teaches them about other aspects of keeping themselves safe, such as stranger danger, internet safety and playing safe. This includes discussions around staying away from power cables and train tracks. Children take part in activities that help them to learn about keeping safe when handling and using tools, such as gardening or woodwork.

Children's all round good health is promoted well by practitioners who, alongside keeping children healthy, help them learn about the importance of maintaining a healthy lifestyle. Children are clearly aware of the importance of washing their hands before eating and after using the toilet. Signs and posters, some of which are made by the children,

reinforce this. The out of school club follows the Government's Change4Life programme, ensuring that children have good access to outdoor play. They not only benefit from fresh air and exercise, but develop confidence and build on their existing physical skills. Fresh fruit is always available during snack time to encourage children to make healthy choices about what they eat, and they make their own healthy eating booklets.

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

There is good leadership of the out of school club and the provider and practitioners have a good understanding of their responsibilities in meeting and monitoring the learning and development requirements. They have a good awareness of their responsibilities in meeting the safeguarding and welfare requirements and have robust policies and procedures to promote the efficient and safe management of the out of school club. Formal recruitment and vetting procedures ensure children's safety and practitioners regularly update their child protection training. Consequently, they are aware of current practice and can promote children's well-being in the event of a concern of this nature. Practitioners are vigilant in their supervision, provide high visibility tabards for playing out, and request photographs from parents to enhance the lost child procedures. As part of the effective induction procedures new practitioners have to attend certain courses, which ensures they are fully aware of their roles and responsibilities. They have continued access to a programme of professional development through appraisals and practice is carefully monitored. This ensures that further training and support is provided, where necessary. This helps practitioners to improve their knowledge, understanding and practice.

There is a strong commitment to continuous improvement through thorough self-evaluation, which takes into account the views of staff, children and their parents. The out of school club partake in the local authority quality improvement programme, share advice with neighbouring settings and make use of internet resources. Regular staff meetings enable practitioners to share their ideas and review what they do, and they actively contribute to the self-evaluation document. The manager has also recently devised a 'Room for Improvement' and 'Good Practice' list, in order to enhance the sharing of ideas amongst the staff team. Suggestion boxes and questionnaires provide an effective way for parents and children to share their views. In addition, 'Casper's Children's Council' enables children to discuss their peer's suggestions and ideas and make proposals to the manager. For example, children may ask for a particular resource and are encouraged to think of ideas or events to help fund more expensive toys or games.

Positive relationships are established with parents, in order for practitioners to find out about, and meet, children's individual needs. Displays, newsletters and daily conversations at the beginning and end of each session keeps parents informed about the provision and what their children do. Parents express complimentary comments about the out of school club and care of their children. The manager links closely with the reception class teacher to exchange information about topics and specific targets for the children or activities that may be required to support them. Consequently, there is continuity in the care and education that children receive. Although there are currently no children attending with

additional needs, practitioners provide an inclusive environment and have a good understanding of working closely with parents, other professionals and school staff.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

### Setting details

<b>Unique reference number</b>	EY288455
<b>Local authority</b>	Bradford
<b>Inspection number</b>	817492
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	16
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Caspers
<b>Date of previous inspection</b>	19/09/2011
<b>Telephone number</b>	01535 273 839

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### Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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