

Cottingley Care Club

Cottingley Village Primary School, Cottingley Moor Road, BINGLEY, West Yorkshire, BD16 1SY

Inspection date	20/06/2013
Previous inspection date	06/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff work well together as a team ensuring that children's care, learning and development needs are met well.
- The well-established key person system helps younger children form secure attachments and promotes their overall well-being efficiently.
- The committee and manager monitors the after school club effectively and supports the staff team's professional development, which in turn benefits all children.
- Staff develop good partnerships with parents and keep them well informed about all aspects of the club. They communicate well to identify children's needs and to share children's achievements after school effectively.

It is not yet outstanding because

- Opportunities for children to use information and communication technology resources, such as a computer, to support their very good learning, are not always fully promoted.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the indoor after school area and the outside area.
- The inspector spoke with the after school club manager and key persons at appropriate times throughout the observations.
- The inspector looked at children's learning journal records, planning documentation, the provider's self-evaluation form and a selection of policies and children's records.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Cottingley Care Club was registered again in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a management committee. 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 out of school serves the local area and is accessible to all children attending Cottingley Village Primary School in Bradford. There is an enclosed area available for outdoor play.

The out of school club employs six members of childcare staff. The manager has the level 5 qualification and the other staff hold appropriate early years qualifications at level 3. The out of school club opens Monday to Friday during term time only. 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 opens during the school holidays from 8am to 5pm on Tuesdays, Wednesdays and Thursdays. There are currently 70 children attending, of these five are in 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:

- build on current planning for children's learning in information and communication technology to further enhance opportunities for them to make use of a wider range of resources.

Inspection judgements

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

Children are full of excitement at the end of their school day. They eagerly tell the staff what they have been doing at school and enjoy talking and meeting up with their friends. The dedicated staff team work very well together and follow a routine that meets children's individual needs. They are skilled at creating an environment that is fun and stimulating. Therefore, children benefit from a wide range of exiting and engaging activities, which support their learning at school. The school share their planning for the term with the club and this helps staff to complement children's learning and enjoyment. For example, the phonics worksheets match the class work in school. Each early years child has an 'all about me' book, which includes photographs of them at play and records the progress they make in their learning. These are shared with parents, so they are aware of the progress their child has made. They are given to the child when they leave

as a memento to remind them of how they spent their time at the club and progress they have made in their learning.

Children are keenly focused on using their imagination and creative skills. This is evident as they enthusiastically make up their own games, using the toys and equipment available. For example, they use the role play clothes to dress-up as cowboys and explore the outdoors on their scooters. Children enjoy being creative and use resources to paint, draw and make craft items, such as paper crowns. They readily participate in a range of art and craft activities, which help to develop their creativity and imagination. Displays around the room show colourful drawings and prints, which children have created. Older children like to play mathematical counting games where they can use their critical thinking skills as they play against the adults.

Staff consistently consult with children, so that they play an active role in the choices of resources, events and activities. Children are involved and concentrate well on their chosen activities. They use a wide range of freely accessible resources to pursue their own interests, as well as the planned activities provided. Children are very keen to go out and play after a structured day at school. They readily play outside on a range of equipment or just run in the fresh air. This helps to promote their physical development.

Inclusive practice is central to the after school club approach and as a result of receiving the gold standard for the inclusion audit, the club has improved access to all resources and play areas. However, access to resources supporting children's interest in information and communication technology are fewer, as the access for the children to use items, such as the computer and keyboards is not yet fully in place. This impacts on enhancing children's future skills around their understanding and competency in using technology equipment to support their learning from school.

Children's communication and language is promoted well in the club. Children and staff talk together throughout the session. Staff carefully listen to children, encouraging them to share their thoughts on their school day and express their views. Children develop their knowledge and understanding of the natural world and pride in their surroundings. For example, they readily plant and look after the plants in the woodland area. This also gives them a sense of belonging and pride in their surroundings.

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

Children are happy, content and safe at the after school club attached to the school. They have warm relationships with the staff that look after them. All of the children attending the club are also pupils of the school. Consequently, children are very familiar with their surroundings and routines and therefore, demonstrate a sense of self-awareness and confidence. There are strong links with the school to support their care and education. For example, all of the staff in the club are also employed in the school. Therefore, they know the younger children very well and this supports information sharing and updates about the children's care and needs. This also supports transitions between the club and school. Each child in the early years age range has a key person. They are responsible for helping them to settle in and for monitoring their progress. This effective system means that

children's individual needs are known, so staff can support them. Parents supply all relevant information to ensure staff can meet children's needs well.

Children are aware of their own safety and safety procedures in place. Staff monitor the children when moving from one area to another. Children have devised the after school club rules around behaviour and safety. This helps them to learn the importance of following rules to keep themselves safe. Children regularly practise the fire drill, which further helps them to understand of what to do in the event of an emergency to keep themselves safe.

Children make good progress in their physical development. They benefit from daily fresh air and exercise and enjoy choosing from a good variety of outdoor experiences. They enjoy physical play in their own play areas, using a variety of equipment to support their skills. They have great fun playing ball games, climbing frames and ride on the bikes. These activities help them to develop their balance, climbing and coordination skills. Staff encourage children to be independent. Children make choices about what activities and resources they wish to have out each session and they choose which outside resources to get out from the outdoor sheds. This helps children to contribute to the running of the club as they develop highly useful skills and creates a very positive atmosphere.

Staff show a keen interest in what children have to say about their day at school. Consequently, children feel valued and confidently share their thoughts, ideas and experiences. Children behave well and they are polite and considerate of each other, with staff providing good role models for manners and relationships. They take turns and cooperate well in their activities. They immediately say 'hello' to visitors and older children readily help the younger children. For example, by helping children to set out equipment for outdoor games.

Children enjoy healthy and nutritious snacks that promote their good health. Snack times are sociable occasions where children talk about a variety of topics that are of interest to them. For example, talking about holidays and games they play. Children are aware of the hygiene procedures in place, such as washing their hands before after toileting. Visual aids are used as a reminder and children readily explain that they have been to wash their hands to keep them clean.

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

The manager and staff are committed to providing a welcoming and stimulating environment for all children. There is a friendly atmosphere where the needs of the children come first. All of the staff have a clear understanding of the learning, development and welfare requirements of the Early Years Foundation Stage. The experienced staff team have a secure knowledge of how children learn through play. They monitor the educational programmes and provide a broad range of activities that support children's early learning skills.

Children's safety is given high priority. The robust recruitment and vetting procedures put

in place by the committee ensure all staff that work with the children are suitable to do so. Staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns about a child. Parents are made aware of the responsibility of the staff to protect all children in their care. The visitors' book and secure procedures in place, regarding parents picking their children up from the club, further ensure the children's safety. Effective risk assessments are in place to identify and minimise risk to children at the club, along with daily checks for all areas.

Staff at the club develop secure relationships with parents. They talk to the parents when they collect their child and share useful information. Parents receive questionnaires from the committee and a copy of the policies and procedures if required. The school website informs parents about the club and any events taking place. Parents can also use the website to make electronic bookings for the holiday club if required. Staff have strong partnerships with the teachers and head of the school where they are based. These partnerships ensure that children's individual needs are met and that their continuous development is thoroughly supported. All staff working with the younger children in the foundation year also work in the after school club. This provides continuity of their care and learning and helps the children to settle into the club. The club also work very closely with outside agencies, such as the area special educational needs coordinator and the local authority early years department. With these agencies, they have achieved the gold standard in an inclusion audit.

The effective staff appraisal and performance management systems put in place by the committee ensures that all staff receive relevant training and support. Effective self-evaluation systems, which include the views of staff, parents and children, are in place. This helps the manager and committee identify and prioritise areas for further improvement to ensure the continuous development of the club. For example, they have successfully revised the safeguarding documents and information for parents about their children's development. They have also used the parents' views to change the operating times.

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 action. 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

Unique reference number	EY424491
Local authority	Bradford
Inspection number	875788
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	70
Name of provider	Cottingley Care Club Ltd
Date of previous inspection	06/10/2011
Telephone number	01274 565276

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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, which are usually the childminder's 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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