

Warcop Childrens Club

Warcop C of E School, Warcop, APPLEBY-IN-WESTMORLAND, Cumbria, CA16 6NX

Inspection date

13/01/2014

Previous inspection date

08/01/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 settle extremely well due to the warm, welcoming environment created by the club. The secure relationships between the staff and the children supports their well-being and feeling of security within the setting.
- Those in charge of the club demonstrate a genuine commitment to improving the setting through effective self-evaluation and performance management of staff. This helps to secure improvement and good quality care for children.
- A varied and enjoyable curriculum provides children with a good range of activities and experiences, which supports them to make good progress in their learning.
- The management and staff demonstrate a good understanding of their responsibilities with regard to the welfare and safeguarding requirements. Consequently, children are cared for in an environment that promotes their safety and well-being.
- Children benefit from the very close links the club has with the school and nursery where it is sited. This plays an important part in ensuring a smooth transition when children start school.

It is not yet outstanding because

- There is scope to extend opportunities for children to engage in routine activities, such as helping to prepare snack to fully enhance their already good independent skills.
- Opportunities for children to further develop their physical skills and benefit from fresh air are not readily available to children in the winter months.

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 taking place in the school hall.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion and completed questionnaires.
- The inspector held meetings with the manager and the nominated person and spoke to staff members and children during the inspection.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Julie Morrison

Full report

Information about the setting

Warcop Childrens Club was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Warcop C of E Primary School in the village of Warcop, near to Appleby, Cumbria and is managed by a management committee. The club serves the local area and is accessible to all children. It operates from the hall and there is an enclosed area available for outdoor play.

The club employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one is working towards a level 3. The club is open during term time Monday to Friday 8am to 9am and Monday, Wednesday and Thursday from 3.20pm to 5.30pm and Tuesday and Friday from 3.20pm to 5pm. During the school holidays, the club is open 8am to 5.30pm, three days a week, numbers permitting. Children attend for a variety of sessions. There are currently four children attending who 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:

- develop children's already good independent skills further by supporting them to be involved in the organisation of snack time, for example, by consistently helping to prepare the snack and taking away the plates
- expand on opportunities for children to enjoy the fresh air and be physical in the winter months.

Inspection judgements

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

Children clearly enjoy their time at the club. They know each other well and enter happily, greeting their friends and chatting to each other about their day. Staff provide a good balance of adult-led and child-initiated experiences, which cover all areas of learning. However, they also recognise that some children may be tired after a long day at school and understand the importance of following children's interests and needs. Staff at the club also work at the on-site school. This means that they know the children well and are able to complement the activities they plan with the children's learning at school. This helps them to build on children's good progress.

The quality of teaching is good and staff support children well as they play. Children develop effective communication skills as staff encourage them to talk about what they

have been doing at school and show an interest in activities they have done at home. Children clearly enjoy reading, for example, they bring in their favourite books from home, which they ask staff to read to them. Staff support their learning well, for example, they encourage them to think about what might happen next in the story and explain any words, which they may not know. For example, staff ask the children 'what do you think a conjurer is?' This extends children's language. Children have good opportunities to be creative. The walls of the club display lots of examples of children's artwork. This helps them to develop a sense of belonging and promotes their self-esteem. Children also enjoy dressing-up, for example, they pretend to be dragons and run around 'scaring' the staff. This supports their imaginative skills. Children develop their counting skills through good questioning from staff, for example, staff ask 'how many jellies can you count?' and encourage them to think about what number comes next. A good range of games and jigsaw puzzles helps children to develop their problem solving skills.

The club implements an effective key person system. The key person knows their children well and demonstrates a good understanding of where they are in their learning and what they enjoy. In addition, observations, which are linked to the areas of learning, are completed for each child and a tracking sheet ensures that children are progressing in all of the seven areas of learning. The club works very closely with the on-site school and nursery to support children's learning. The club receives regular progress reports of children's learning and uses a three-way diary to share information. This ensures that all those working with the children, including the parents, are kept fully informed about children's care and learning.

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

Children are happy when they arrive at the club. They enter the setting confidently and know the daily routines. For example, they hang up their belongings and wash their hands ready for snack. Regular dialogue is maintained between the staff and school and nursery teachers to ensure that children's emotional and physical well-being is supported well. Staff help new children to settle as they gather information from parents about children's likes and interests, so that this can be incorporated into the activities. In addition, parents are invited to stay for settling-in sessions if required. This promotes continuity and a smooth transition into the club. Younger children accompany the staff as they take older children to school following breakfast club. This provides them with good opportunities to become familiar with the school and its teachers. This close working helps to ensure that transitions to school are managed very well.

The management and staff team provide a warm and welcoming environment for children. The small staff team combined with the key person system ensures that children form good attachments and enjoy relationships where their needs are well met. Children are happy to attend and enjoy socialising with the older children. They sit alongside them during snack time and play cooperatively, taking turns and sharing resources. This supports their social and emotional development well. Children's behaviour is good. This is because staff provide clear and consistent rules and boundaries, so that children can play, feeling safe and secure.

Children's independence is generally well promoted in the setting. For example, they wash their own hands prior to eating, take turns pouring the drinks and attend to their own personal needs, such as using the toilet. However, opportunities to enhance their independence skills even further are not consistently provided. For example, children do not take part in helping to prepare the snack or clear away their own plates. Children are able to be physical as they have ample space to play. During the lighter nights and better weather, they make good use of the outdoor area where they are able to explore, run, balance and climb. However, during the darker nights, opportunities for children to be physical and benefit from the fresh air are not as well established to build on their good health. Children have good opportunities to learn about keeping safe. This is through planned activities and discussion, for example, they go on visits to the fire station and meet local mountain rescue teams.

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

Currently, the deputy is acting as manager in the interim while a new manager is appointed. This is a very recent development, however, the acting manager knows the setting and the children very well. She is well supported by the management committee and in particular the chair of the management committee who has a very good knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff are familiar with the setting's policies and procedures, which helps them to keep children safe and promote their health and well-being. For example, they complete accident records, risk assessments and update children's care plans regularly to ensure that children's individual medical needs are met well. Staff are confident about the signs and symptoms of abuse and have robust procedures in place should they have a concern about a child in their care. Effective recruitment, induction and appraisal arrangements are in place to ensure that all staff understand their roles and responsibilities and identify training needs. The chair of the management committee has a good understanding of the importance of staff attending regular training and ensures that all required training, such as first aid, safeguarding and food hygiene, is kept up to date. In addition, information from further training, such as supervision training, is being used to formalise current processes to supervise staff. This has a positive impact on improving the quality of care and learning provided by staff. Robust recruitment procedures are in place to ensure all staff working with children are suitable to do so.

Effective systems are in place for self-evaluation and those in charge are motivated to seek further improvement. Self-evaluation takes into account the views of staff, parents and children and is used well to inform the setting's clear and detailed action plan. In addition, all of the previous recommendations have been addressed, for example, introducing systems to observe children's progress. This demonstrates a positive attitude towards continuous improvement.

Weekly planning ensures that all areas of learning are covered to support children in making good progress towards the early learning goals. Staff reflect on the activities to identify what has worked well, how the activity has supported the children's learning and

what the next steps are. Partnerships with the nursery and school ensure that information about children's individual needs and learning are shared. This helps to identify gaps in children's learning and supports continuity of learning for children. Partnerships with parents are good. Important information about the after-school club is displayed for parents to see. This includes, the complaints procedure, planning and the club's certificate of registration. In addition, some of the parents work in the school and on the management committee. This further promotes a sense of 'joined up' working, which means that information is effectively shared and children's individual needs are met well. Comments from parents are positive, they state that their children love coming to the club and particularly value the 'family feel' to the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY365549
Local authority	Cumbria
Inspection number	857758
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	34
Name of provider	Warcop Childrens Club Committee
Date of previous inspection	08/01/2009
Telephone number	01768 341 479

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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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