

Cockermouth After School Scheme

The Scout Centre, St Helens Street, Cockermouth, Cumbria, CA13 9HX

Inspection date	20/01/2014
Previous inspection date	14/05/2009

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

- Staff are effective in promoting good communication and language skills, through listening, asking pertinent questions and generating discussion and debate.
- Staff ensure children are effectively safeguarded. This is because they are fully trained in child protection procedures and ensure the environment promotes safe play at all times.
- The positive relationship established with parents and carers generates mutual trust and confidence within the setting, benefiting children and their families.
- The close partnership between leaders and managers means the setting is effectively managed and is efficient in meeting the needs of the children.

It is not yet outstanding because

- The environment is not always fully resourced to complement the individual interests of each child.
- Occasionally, children are not given sufficient time to make decisions and plan for their own creativity and imagination.

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 children's activities and staff interactions with them.
- The inspector looked at evidence of staff suitability, records and a sample of documentation relating to children's care and learning.
- The inspector met with the manager and spoke with the nominated person and members of staff at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Janice Caryl

Full report

Information about the setting

Cockermouth After School Scheme was originally registered in 1990 and re-registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in The Scout Centre in Cockermouth, Cumbria, and is managed by a voluntary committee. The setting serves the local area and extended community, and is accessible to all children. It operates from the main hall, craft room, quiet rooms, kitchen and associated facilities, and there is an enclosed area available for outdoor play.

The setting employs five members of childcare staff, three of whom hold appropriate early years qualifications at level 3. The breakfast club opens Monday to Friday from 7.45am until 9.15am, and the after school club operates from 3.10pm until 6pm during term time. The holiday playscheme is held each weekday from 7.45am until 6pm, excluding Bank Holidays. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group. The setting is a member of the Out of School Alliance.

What the setting needs to do to improve further

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

- enhance children's play and learning opportunities by including their individual interests at all times, for example, by introducing a means of reference that all staff can access as they plan and resource the daily environment
- support children more in developing their creative and imaginative skills by giving them more time to choose their own materials and make decisions.

Inspection judgements

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

The staff are secure in their knowledge and understanding of the Statutory framework for the Early Years Foundation Stage. They recognise how children learn through play and how to help children progress. Consequently, activities and opportunities provided for children cover all areas of learning and are stimulating and enticing. Information is gathered from parents and carers regarding children's development and individual needs. These help key persons get to know the children and plan suitable activities. As a result, children are motivated and happily engage in activities that are fun and educational. Staff complete observations on children's play. Assessments identify children's next steps in learning and help to inform planning.

Parents are continually informed about the activities their children take part in and how well they are doing. Staff complete a communication book and parents are invited to make comments and suggestions. As a result, there is shared learning between home and the setting. Parents comment on how well their key person keeps them informed on a daily basis. In addition, they talk about how they are interested in their child as an individual. This demonstrates how staff treat and celebrate children's uniqueness.

Staff plan the environment well, with children choosing different areas to play, inside and outdoors. Key persons know what children like and mostly provide the appropriate resources to meet their interests. However, sometimes children's individual interests are not catered for, because staff members setting up the resources are not fully aware of all the children's interests. Consequently, children have missed opportunities to play with their specific pursuits. Interactions between staff and children are good. Staff promote thinking and problem solving, asking questions that make children think. For example, children playing dominoes work out how many dots there are. Staff encourage children to work out where the domino should go. They challenge their thinking by saying, 'Are you sure that is correct? Count the spots again'. Consequently, children are gaining confidence as they extend their skills in mathematics, while building on their learning from school. Children thoroughly enjoy taking part in the craft activities. They follow the adults' lead by making their own robots out of recycled materials. Choices are wide and variable, supporting individual creative expression. However, on occasions, staff intervene a little too enthusiastically. As a result, children are not always given ample time to make their own decisions and be unique in their own creativity.

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

Children excitedly arrive at the setting from their respective schools and quickly immerse themselves in activities. They share positive relationships with the staff who care for them, as a result of the well-established key person system in place. Staff are clear in instructing them to visit the toilet and wash their hands before going for snack. Consequently, independence is promoted as they learn good hygiene habits. Children confidently attend to their personal needs and partake in their snack. They show strong attachments to their key workers, developing a sense of emotional well-being, because they know key persons are available for support as necessary. Children sit and chat with each other and are happy to talk with other adults about their day in school and what they like best in the setting.

Children are helped to set and follow their own rules. Staff teach them to solve problems by negotiating with each other. They listen well and respond appropriately to clear guidelines. For example, older children respect that the quiet area is initially for younger children to relax, rest and read books after school. As a result, children learn to care and respect each other's needs. In addition, staff ensure that children have opportunities to help at snack time. They serve out the food to each other and help to clear up afterwards. Consequently, children develop a sense of belonging and pride in their achievements. Staff provide a healthy snack that children thoroughly enjoy. They are given a choice of apples, cucumber, olives and carrots followed by toast. Children learn to grow fresh fruit and vegetables in the garden, helping to reinforce the message of eating healthy, freshly

grown produce. Staff demonstrate their understanding of the importance of children getting lots of fresh air and exercise. Opportunities are available for children to use scooters and bikes and play ball games. Children walk around the setting using stilts, developing their balance and coordination skills. Staff encourage them to persevere in mastering this skill, as children learn to manage risk in a safe and secure environment.

Children settle well into the setting when they first arrive. Parents are supported in helping their children, by being given a pack of useful and relevant information to share with them. Children learn that they are safe and well cared for as they are collected from their schools. Staff have strong links with the local schools, and information regarding the children's day is effectively passed over. This helps to ensure that children are emotionally prepared and stable in the transition from one setting to another. The high staff ratios mean that children are always well supervised. They are visible on dark evenings as they walk to the setting wearing high-visibility jackets. They remain safe because staff are continuously vigilant.

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

Managers and staff ensure that children are kept safe at all times. Arrangements for transporting children between settings are robust and methods for checking children's arrival and departure are stringent. All adults connected to the scheme are suitably vetted to ensure they are safe to have contact with children. This helps to keep children safe from harm or abuse. Managers and staff complete checks on the environment and have effective risk assessments in place, further helping to keep children safe. Staff are suitably trained and demonstrate their understanding of what to do should they have any concerns over a child's welfare. The policies and procedures are well written, clear and available for all parents to read, helping to ensure they are adhered to by all. The leaders and managers are clear in their responsibilities in recruiting suitable staff. They research to ensure new staff have the correct qualifications. This helps to ensure that children receive quality care and education from suitable adults. Vetting and induction procedures mean that new recruits are fully informed and ready to take on their new responsibilities.

The manager and staff collectively monitor the programme of activities on a weekly basis, during staff meetings. Their understanding of how children learn through play facilitates the planning of activities and opportunities. This helps to ensure children make progress towards the early learning goals. The observations and assessments are monitored by the manager, who discusses children's files with staff. The leaders and managers complete appraisals on an annual basis. Staffing issues discussed include professional training and development, improvement of practice and personal development. Consequently, staff are supported well, benefitting the children because staff remain enthusiastic and motivated. Training is well attended and managers ensure the setting is up to date with current issues through membership of the sector organisation.

The leaders and managers strive to improve the setting's quality at all times. A development day helped to identify specific areas for improvement. Schedules of actions are addressed on a regular basis, guaranteeing that issues are attended to in a timely

manner. Parents and children are consulted through discussion and questionnaires, helping to make improvements. As a result, policy and practice within the setting are continually successful. The setting is managed by a strong committee of parents. Other parents and carers are kept involved and informed through newsletters, information flyers and fundraising events. As a result, the positive partnership with parents means that the setting is offered full support by parents who trust and respect the service offered for their children. The setting have strong links with the local schools, and training opportunities help staff make connections with other agencies, should they be required to help children with additional needs.

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	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	EY320746
Local authority	Cumbria
Inspection number	856935
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	130
Name of provider	Cockermouth After School Scheme Committee
Date of previous inspection	14/05/2009
Telephone number	01900 828 199

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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