

Captain Cook Out of School Club

Captain Cook Primary School, Stokesley Road, Marton-in-Cleveland, MIDDLESBROUGH, Cleveland, TS7 8DU

Inspection date

12/02/2014

Previous inspection date

10/12/2008

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision requires improvement

- Staff provide children with a sound range of activities that motivate them and support their current interests. As a result, children enjoy their time in the club and learn suitable skills for their future development.
- Children develop positive and warm relationships with staff and other children within the group, which helps them feel secure.
- Children are safeguarded and their well-being is promoted to a satisfactory level. Staff understand their responsibilities to ensure a safe environment and to manage children's safety appropriately.

It is not yet good because

- Evaluation of staff's practice is not yet precise enough to help those in charge fully focus on driving forward children's achievements.
- There is room to strengthen partnerships with local schools, so that there is increased sharing of information about children's learning and a more consistent and complementary approach established.
- Children are not allocated a key person, therefore activities are not always tailored to meet their individual needs to help them make best progress and their emotional well-being is not best supported.

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 within the main room.
- The inspector met with the manager, discussed a range of subjects and looked at records and policies, procedures.
- The inspector talked with staff, children and parents.

Inspector

Eileen Grimes

Full report

Information about the setting

Captain Cook Out of School Club was registered in April 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Captain Cook School on the outskirts of Middlesbrough. The group serves the local community. It operates from one room and there is a fully enclosed area available for outdoor play. The group employs three members of childcare staff. All hold appropriate early years qualifications at level 3. The group opens Monday to Friday during term time. Sessions are from 7.45 to 8.45am and 3pm to 6pm. Children attend for a variety of sessions. There are currently five children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that each child is assigned a key person, to ensure that every child's learning and care is tailored to meet their individual needs.

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

- reflect on and enhance evaluations of staff's practice so that they are sharply focused on raising children's achievements
- strengthen partnerships with local schools so that there is a more effective method for sharing more detailed information and complementing the children's learning and development.

Inspection judgements

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

Children are happy and settled and are supported well by staff in making suitable progress in their learning because staff interactions support learning. Staff are kind, caring and enthusiastic; as a result, they motivate children well. Activities are planned to cover areas of learning taking into consideration children's interests and abilities as identified by staff. Consequently, children are developing a suitable range of skills to support their future learning. Staff know children in their care well. However, the absence of an effective key person system means that activities are not always tailored to their individual needs so that they are helped to make best progress.

Staff demonstrate a positive approach to their work and are keen to promote children's

learning. They encourage children's communication and language skills well by chatting with them as they play, about their interests and school day. Staff make suitable use of questions or suggestions, in order to extend children's thinking. For example, as children complete a baking activity staff ask 'How many heart shapes are there?' Children are then given time to think and respond. Staff act as suitable role models when they demonstrate inquisitive learning behaviour. Staff are aware that children learn from their peers and encourage older children to support younger ones when they play imaginative games. Children learn to negotiate with each other as they share items in the hairdressers. They work together as they access the television and computer. Hence, they develop their knowledge of information and communication technology. Staff encourage children's independence skills well. Children make choices from the good range of provision and they also make their own sandwiches at tea time and pour their own drinks. Staff encourage children to be 'helpers' at mealtimes, which boosts their self-esteem and confidence well.

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

An effective key person system is not implemented in the setting. Therefore, children within the early years age group do not have a named person to take responsibility for their daily well-being, plan for their learning and build positive relationships with parents. However, children settle generally well, are confident and feel safe and secure in their relationships with staff and each other. Children are generally supported in their move into the club. Some staff who work in the club also work in the school; consequently, children have familiar faces to relate to, which satisfactorily promotes their emotional security. Information is shared between school, club staff and parents to promote continuity of care.

Children benefit from a calm and supportive atmosphere where they are listened to and encouraged. Staff help new children understand what is expected of them when they first attend and make sure that they are happy in their play. Children are supported to understand the club's behavioural expectations, which reflect those in school. Each child agrees to abide by these rules and are made aware of their 'rights'. This helps children feel that they are valued and respected. Children's behaviour is good and even the youngest children feel confident to express their views and monitor other children's behaviour. For example, a four-year-old tells another child that that 'we share in the club'. Staff help children learn to respect the beliefs and differences in the wider society through a range of different activities throughout the year. The inclusive club ensures that all children are made welcome and helps them develop positive attitudes towards others.

There are suitable arrangements in place to help children learn to keep themselves safe, through everyday routines and activities. Children practise the emergency evacuation procedure, to ensure that they know what to do to keep themselves safe in an emergency and they learn how to be traffic aware on outings to the local play area. Children gain a clear understanding of the importance of a healthy lifestyle. Staff talk with them about food that is good for them and they enjoy making wraps as part of the activities. Staff present themselves as good role models during snack times when they wear gloves to help prepare meals. Healthy food is made available to children throughout the sessions. Children are also encouraged to take exercise outdoors in the fresh air after school to run

off excess energy and develop physical skills. Children enjoy playing chasing and group games outdoors, such as football, which helps younger children learn to take turns and work as a group.

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

Staff have a sound understanding of the requirements of the Early Years Foundation Stage. They understand their role and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. The manager ensures that all staff attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child in their care. There are safe recruitment procedures in place to ensure that all adults working with children are suitable to do so. Good induction procedures ensure that staff are fully aware of all their responsibilities towards supporting children's welfare and development. All staff hold relevant early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. Staff undergo some appraisals and this helps identify their training needs. However, these are not carried out on a regular basis therefore opportunities are missed to monitor the setting and drive forward improvement. The club is a safe environment for children because staff undertake regular risk assessments of the environment to further protect children.

The management team and staff are enthusiastic, motivated and committed to improving the club to benefit children. Staff work well together as a team and ensure that there is sound communication between staff about children's individual needs. Practice is based on suitable knowledge and understanding of the learning and development requirements and all staff support children to make sufficient progress. Self-evaluation is used well to inform priorities and to set clear targets for improvement. All staff are involved in identifying areas for development. The recommendations raised at the previous inspection have been addressed effectively to enhance children's welfare. The views of parents and children are sought through daily discussion and also written questionnaires, the responses to which are used to further improve the practice in the club. For example, parents requested the extension of the club to a breakfast club and this is now in place. Parents are kept well-informed about their child's day, through daily verbal communication, where staff pass on information from school. The club sends newsletters out to parents regularly to keep them informed of any changes and forthcoming events. Partnership working with teachers in the school are in their infancy and therefore opportunities are not always effectively used to share detailed information to ensure that children are provided with good continuity of care and in their learning experiences.

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	508541
Local authority	Middlesbrough
Inspection number	877250
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	35
Name of provider	Captain Cook Out Of School Club Committee
Date of previous inspection	10/12/2008
Telephone number	07796 028 754

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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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