

Cornerhouse Club

Army Cadet Hall, Antony Road, Torpoint, Cornwall, PL11 2JP

Inspection date	24/04/2014
Previous inspection date	26/01/2011

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

- The manager and staff provide a fun environment that children enjoy and in which they are placed at its centre, so staff meet the children's needs well.
- Staff work well with parents to settle their children into the club, so children feel emotionally secure.
- Children develop good, strong relationships with other children and with staff members.
- Staff understand the children they care for and help them to progress in their learning experiences in a relaxed manner.

It is not yet outstanding because

- While there is a positive relationship with parents, some documentary information provided to them is unclear so they do not always know how to support their children's learning at home.

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 engaged in a variety of activities.
- The inspector had discussions with staff members and the manager.
- The inspector took into account the views of parents by engaging in discussions and reading responses to questionnaires.
- The inspector spoke to children and viewed their relevant documentation.

Inspector

Trisitine Hardwick

Full report

Information about the setting

Cornerhouse Club registered in 2002. It operates from three rooms in the Army Cadet hut in the town of Torpoint in Cornwall. The club opens five days a week during term time only. Before-school sessions are from 7.30am to 9am and after-school sessions from 3pm to 6pm. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 42 children on roll, aged from four to 11 years, with four in the early years age group. There are three full-time members of staff who hold a relevant level 3 qualification, and one student, who work with the children.

What the setting needs to do to improve further

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

- enhance the partnership with parents by providing them with clearer information about the club and its provision, such as through more detailed policies and procedures, so that parents have better knowledge of how to support the provision for children.

Inspection judgements

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

The club staff succeed in their aims to provide a facility where children can relax and enjoy activities after a busy day at school. Children engage in a range of activities and plan in the morning what they will do in the afternoon. Staff encourage this process. Children can choose from an interesting range of appropriate resources which cover a wide amount of interesting topics. They are well motivated and eager. For example, the staff provide traditional activities, such as skipping, which are a favourite for all children and promote energetic, healthy exercise too.

Staff are friendly and approachable. They play games with the children, such as bat and ball and clearly all enjoy it. Staff and children alike smile and laugh during their playtime. They work together to remember words of songs and share the achievement when they remember these correctly. Such activities show the good relationships that exist between staff and children. Staff teach children to sing songs which encourage counting and reciting the alphabet while skipping. This approach helps to enhance children's communication skills. The staff encourage children to take turns and develop good social skills with other children. As children attend from different schools, they build relationships with a variety of children. For example, younger children who attend an infant school build relationships with children from the junior school. This helps prepare them to cope with the transfer into junior school more easily.

Staff know and understand the children in their care. They take time to introduce children into the club. Parents are invited to meet with the manager prior to their children commencing so they can get to know each other and relationships can begin to develop. However, there is less communication about how parents can support learning at home and some policies given to parents are confusing because, for example, information has been crossed out, asterisks inserted and hand written notes. Staff collect information about children's likes and dislikes. Children are then invited to the club with their family and only begin attending alone when they feel settled and comfortable. This approach helps to build strong relationships and strong emotional attachments to the staff. As such children settle very well and are happy. Staff continue to be supportive and caring. For example, if children choose, staff encourage them with their homework or listen to them read.

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

Staff teach children to be confident and 'have a go'. As such, children become very confident in the club. New children are linked with a 'buddy' who helps them to settle, so they begin to form strong attachments with other children as well as staff. Older and younger children play together happily demonstrating good cooperation skills. These new friendships help prepare children to cope with new challenges at school.

Younger children are collected from school by staff and walk back to the club. Staff teach them how to do this safely. All wear high visibility jackets and walk safely together holding onto a rope.

Staff encourage children to fully exert themselves in games after school. Staff make good use of the large room which allows for energetic play. Although there is no direct access to the outdoors for playing, on occasion the entire club goes to the park and children spend their time there, being out in the fresh air.

Staff provide children with a healthy snack of fruit after school. They encourage children to 'have a taste' of new fruit or that which is less preferred. This expectation widens children experiences of food by encouraging them to try something new or to have another go at something they have not been keen on in the past. Staff enable children to manage their own needs by providing them with the opportunity to pour their own drinks when needed.

As the club is shared with another organisation that runs in the evenings, staff store the food entirely separately so there is no confusion. Staff keep a list of children's allergies and intolerances with these provisions which prompts staff to ensure the requirements are observed. This system helps maintain children's good health. All staff hold a current food hygiene certificate and use the knowledge gained to prepare food hygienically.

All staff are aware of current safeguarding policy and procedures which should be followed if they felt a child was being harmed or at risk. Though rather unclear, policies for dealing

which such matters are in place. Furthermore, contact telephone numbers for relevant bodies such as social services are clearly displayed around the club to support families who may prefer to seek advice themselves.

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

The manager is dedicated to children being happy in the club. She and her team strive to help children feel relaxed and as comfortable as possible during their time there. This is because they take time to form good relationships with parents as well as the children. They understand the children's needs and meet these well. Many parents comment that 'staff are fantastic', stating 'my child loves coming' and express that they 'cannot get their child to come home'.

Staff develop relationships with teachers when they collect children. This handover time helps staff to gain an understanding of children's achievements or any issues at school. This information is passed on to parents verbally by staff so everyone is kept informed of messages from school. Staff help children to develop their reading skills. This complements their school work and also supports parents who may not have the opportunity to do this at home.

Staff encourage children to evaluate their likes and dislikes about the club. This process helps staff to provide activities which continue to engage children. It also encourages children to form their own opinions and develop self-confidence in doing so. The close-knit staff team regularly discuss how they can improve children's experiences at the club. They record their ideas and work together to achieve these. Staff receive annual appraisals which are conducted by the manager. During these times, training needs are identified and scheduled according to development needs. For example, a recent course outlined the procedures when working with other professionals to provide additional support for children. However, staff are not undertaking further qualifications.

The manager has trained in safer recruitment, which has led to staff undergoing rigorous employment procedures because good use has been made of this training. All staff have suitable persons checks and all hold paediatric first-aid qualifications. Safeguarding training is updated when required, and policies and procedures also are reviewed annually and amended when necessary. However, these lack some necessary detail and clarity.

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	EY251066
Local authority	Cornwall
Inspection number	814517
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	28
Number of children on roll	42
Name of provider	Cornerhouse Club Partnership
Date of previous inspection	26/01/2011
Telephone number	07773 806889

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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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