

Cowlersley Community Out of School Club

Cowlersley Primary School, Main Avenue, Huddersfield, HD4 5US

Inspection date

Previous inspection date

17/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 provide a wide range of interesting and stimulating activities that are based on children's needs and interests. This complements the learning they receive at their school to help children build skills for their future learning.
- Staff are friendly and caring, and children develop good attachments and bonds with them. As a result, children are happy, settle well and enjoy their time at the club.
- Children feel safe and secure in the setting and arrangements for safeguarding them are robust.
- The staff have very good partnerships with the parents. Daily feedback is given to parents about activities to promote continuity of care and learning.

It is not yet outstanding because

- Children have fewer opportunities to learn about diversity to help them and their families recognise that they are equally valued.
- Staff do not always convey their high expectations of the children's behaviour in a positive way in order to enhance cooperation.

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 play areas.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken with on the day.

Inspector

Helene Terry

Full report

Information about the setting

Cowlersley Community Out of School Club was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a committee. The club operates from a building in the grounds of Cowlersley Primary School in Huddersfield, West Yorkshire. The school grounds are used for outdoor play. The club employs three members of staff, all of whom hold appropriate early years qualifications at level 3 or above. One member of staff holds qualified teacher status. The club is open Monday to Friday term time from 3pm to 6pm. The club also operates during some school holidays from 8am to 6pm. Children attend for a variety of sessions from Cowlersley Primary School and Linthwaite Ardron Junior and Infant School. The club is open to children from the wider community during the school holidays. There are currently 65 children attending, of whom five are in the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen ways of conveying staff's high expectations of the children's behaviour, for example, by helping children write the 'rules of the club' in a positive way
- strengthen children's understanding about diversity and help children and their families recognise that they are valued, for example, by providing more posters, pictures and other resources that show the setting's positive attitude to disability, and to ethnic cultural and social diversity.

Inspection judgements

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

Staff provide a stimulating environment and a well-planned routine to ensure there is a balanced mix of adult-led and child-initiated activities. This engages and motivates the children very well. Staff observe the children and talk with them about their interests, and this information is then used to effectively inform the planning of the activities. Staff's thoughtful care and attention supports children's development overall, so that they develop the skills they need for their future learning. Staff obtain information from parents about children's interests and prior knowledge when children first start at the club. In addition, staff and teachers have many valuable opportunities to discuss the individual needs of the children, and to make plans that help the children progress. This also includes those children with special educational needs and/or disabilities, or those who speak English as an additional language. Care plans and individual educational plans are

followed to ensure that the needs of all children are met well. Staff also ensure parents are fully informed about children's play and learning at the club. This greatly promotes continuity in children's care and helps children's learning at home.

Staff engage the children in the activities very well and extend their skills and knowledge. For example, children enjoy science experiments where they discover the difference between objects that float and sink. The use equipment, such as magnifying glasses, as they explore the outdoor area to find bugs and insects. They learn about growth, decay and changes over time when they plant and grow vegetables in the garden, as part of their healthy eating programme. To help those children who learn better outdoors, children take part in Forest School activities and do quizzes about what they observe.

Staff provide children with lots of opportunities to be creative and use their imagination. Children enjoy arts and crafts, and decorate tiles and fabric using paint. Children's creations are valued by the staff. For example, staff provide drawers and space for children to store their belongings and constructions, that they keep to complete another day. This promotes children's self-esteem and sense of being valued. Children have opportunities to bake and cook in the club. This develops good self-care skills, and children learn about measurement and capacity as they use the scales and jugs to weigh and measure the ingredients. Consequently, children develop the skills that they need for their future development.

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

Staff build warm and trusting relationships with the children, which helps to promote children's emotional well-being. There is an effective key-person system in place to help support young children. The early years key person regularly shares information with parents about their children to enhance continuity of care and learning. New children are gradually settled to ensure that they are happy in the club, and staff support them very well. For example, staff sit and chat quietly with children who need some additional emotional reassurance as they engage them in play. Children are confident and have a secure sense of belonging within the club. They behave well due to the staff being good role models. Children are involved in developing the 'rules of the club' and they know, to some extent, what the staff's high expectations are for their behaviour. However, the rules of the club tend to be written negatively, with statements, such as, 'We do not...' instead of 'We do...'. Consequently, there is room to improve the way staff convey their expectations of behaviour, by making it clear what they want children to do and encouraging children to frame this positively. Children are encouraged to work well together to achieve a goal. For example, marbles are awarded for good deeds and children work towards filling a large tube with their marbles for a group reward.

Children's independence skills are promoted very well. Resources are all accessible in clearly labelled boxes and containers, which enables children to make choices and help themselves. Staff help children respect and care for their environment and for others. For example, children are given little jobs, such as, feeding the rabbit, watering the vegetables, wiping the tables and stacking the chairs away after tea. Staff make this a game, where children choose a number that is secretly linked to a job. This creates much

hilarity and fun. Children take pride in their little jobs, and the older children support the younger ones. As a result, children develop a sense of well-being. Children learn about people's similarities and differences through activities and special events. In addition, there are a resources that positively represent a multicultural society. However, there is scope to strengthen this area, to more fully promote children's understanding about diversity, and help children and their families recognise that they are valued. For example, by providing more posters, pictures and other resources that show the setting's positive attitude towards disability, and to ethnic cultural and social diversity.

The club promotes healthy living and provides children with a variety of healthy meals and snacks. The club has a healthy eating award from the local authority and children do lots of activities to help them understand about food that is good for them, including taking part in cooking activities. Therefore, children learn how to prepare healthy food. Children also benefit from opportunities to exercise and enjoy the fresh air in the extensive outdoor play area. They access fresh water to drink throughout their time at the club and are independent in regards to their personal hygiene care. Children also effectively learn about risks and personal safety. Staff support children to reflect on their own safety and the safety of others during their play. For example, staff help children risk assess the use of balancing and climbing equipment in the outdoor area. As part of their activities, children also learn about road safety, fire safety and how to use electronic systems safely.

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

Children are safeguarded very well because all staff have attended appropriate training and have a robust understanding regarding their responsibility to protect children from harm. Clear and comprehensive safeguarding policies and procedures are understood and effectively implemented to protect children. Staff also work with social care departments and the school to ensure children's needs are met effectively through personal care plans, as required. Robust recruitment procedures work well in practice to ensure staff's suitability and all staff have Disclosure and Barring Services clearances. Risk assessments are undertaken daily and the environment is constantly checked, to ensure children's well-being at all times. Documentation is maintained very well to further protect children.

Monitoring and evaluation processes are strong and work well to enhance the quality of play, care and learning experiences for all children at the club. The planning of the activities is monitored well by the manager to ensure children's individual needs and interests are met. Meaningful self-evaluation is ongoing as staff engage in daily discussions, reflect on practice and review the provision in the light of children's changing needs. Parents' and children's views about the club are activity sought through discussions and observations. An action plan ensures well-targeted improvements are implemented in a timely manner. New staff and volunteers receive a thorough induction to ensure they are confident regarding their roles and responsibilities. Staff are well supported and mentored by other members of staff. The manager supports staff's professional development and skills through ongoing training, and regular supervision. Staff recognise the value of training and use it to improve the quality of care and learning experiences offered to individual children.

Staff have positive and trusting partnerships with parents and carers. Parents receive very good information about the club so that they are aware of everyone's responsibilities. For example, they access the policies and procedures, noticeboard, newsletters, emails and a social media site. Parents state that they feel well informed and that their children enjoy attending the club. They feel that staff are very approachable and flexible to meet their children's needs. Close liaison is maintained with professionals who support children's welfare and development. This promotes a consistent approach to meeting each child's very specific individual needs. Staff develop strong partnerships with schools that children attend. They share information to support children's ongoing development so that children thrive.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474684
Local authority	Kirklees
Inspection number	966208
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	65
Name of provider	Cowlersley Community Out of School Club
Date of previous inspection	not applicable
Telephone number	07949658937

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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