

Craven Children's Holiday Club

Carleton Endowed School, Carleton, SKIPTON, North Yorkshire, BD23 3DE

Inspection date

08/10/2014

Previous inspection date

27/06/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Met

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 develop strong attachments with children. As a result, children are confident to explore and are happy and secure.
- The provider has a comprehensive range of policies and procedures in place to support children, and these are fully implemented. As a result, children are kept safe.
- Children have access to a large, well resourced outdoor play area, and children play games, run, jump, and ride bikes and scooters. As a result, children's physical development being well supported.
- The provider encourages children to play cooperatively together, promoting the development of children's personal and social skills.
- Children have access to a wide range of carefully planned activities that complement learning in school. Consequently, children continue to make good progress.
- The provider supports children with special educational needs and disabilities. As a result, children's individual needs are well supported

It is not yet outstanding because

- Occasionally staff do not make full use of opportunities to extend children's language development, by encouraging children to talk in depth about their activities.
- Staff do not let children pour their own drinks at snack times. As a result, they are not being given every opportunity to develop independence in managing their own care.

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 viewed a range of policies and procedures. These included risk assessments, safeguarding procedures, and behaviour management.
- The inspector observed children playing and interactions between the children and staff.
- The inspector viewed all rooms including outdoor play areas used by children.
- The inspector held discussions with the provider relating to the management of the setting.
- The inspector looked at children's records of observations and assessments, as well as evidence of planning.
- The inspector checked evidence of suitability and qualifications of adults working with children.
- The inspector took account of the views of parents by viewing completed questionnaires and one to one meetings.

Inspector

Helen Parker

Full report

Information about the setting

Craven Children's Holiday Club Limited is privately owned. It was registered in 2012 and operates from Carleton Endowed School in Carleton, Skipton. Children have use of the information technology suite, a classroom, children's kitchen and the hall. There is level access to the entrance and a secure area available for outdoor play. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting is open during term time only from 8am to 8.50am and in the holidays from 3.15pm to 5.15pm. There are currently 43 children on roll, five of whom are in the Early Years age range. Children attend on a part time basis. The registered provider is the manager and has qualified teacher status and employs two members of staff who hold appropriate level 3 qualifications. Advice, support and training are gained from the local authority, the setting also receives support from the school management. The setting supports children with special educational needs and disabilities.

What the setting needs to do to improve further

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

- enhance the quality of staff interactions, for example, by further extending children's language and communication through focussed questioning
- develop opportunities for children to be able to pour their own drinks, in order to promote the development of children's self-care skills.

Inspection judgements

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

The provider has a good understanding of how children learn and develop. As a result, activities are well planned and interesting and children's individual needs are met. Children are able to play and explore freely and to use their imagination to create their own activities. For example, children set up tables and chairs to become a doctor's surgery with a waiting room. Younger children bring dolls as patients and as result, children develop imagination and understanding of people who help us. Older and younger children play together and they benefit from this interaction. For example, older children help younger children to use a computer. As a result, younger children are supported in the development of skills in technology as well as communication skills. Children also develop in confidence. The setting has a wide range of resources suitable for children of all ages and stages of development, including computers, role play, craft activities, painting, books, games and building blocks. Children are confident to choose which toys or games to play with and talk to the staff about what they want to do. For example, young children want to paint and staff set up an area with paints of different colours and a selection of

coloured paper. Children are interested and involved and staff talk to children whilst they paint. However, occasionally staff miss opportunities to fully extend children's language and communication skills as they do not always encourage children to talk in more detail about the colours of the paint and the picture being painted.

Children are able to take part in physical activities including games, running and playing ball. Younger children also have access to sand play. As a result, children's physical development is well supported. Children's learning and development is enhanced by attending the setting and activities are planned to complement learning in school. As a result, children make good progress. Individual learning journals contain evidence of children's involvement in different activities that promote learning and development. Observations are detailed and relate clearly to the Early Years Foundation Stage areas of learning. Parents are encouraged to read their own child's learning journal and discuss the contents with staff. This results in a two-way flow of information. The provider encourages parents to continue the learning at home and consequently children benefit from this continuity in communication.

The teacher has a good understanding of children with special educational needs and disabilities. She works closely with others to ensure children's individual needs are met and children's opportunities to learn and develop are supported. The setting promotes equality and diversity. Children learn about different cultures and faiths in school and this theme is continued in the setting. Children taste food from other cultures and become aware of celebrations, such as Eid, Diwali and Chinese New Year, in addition to the Christian faith. As a result, children have a good awareness of the cultures, faiths and traditions of others.

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

The setting is warm and welcoming and has interesting and informative displays of children's work and involvement in activities. The provider has a good understanding of promoting children's well-being. This is achieved by implementing well-thought-out procedures to ensure children are settled and happy and interact positively with each other. For example, children work together to create a role play area and set up as a doctor's surgery. As a result, children are happy and confident to play and explore. Children behave well. The provider promotes positive behaviour at all times, by encouraging children to share, take turns and say please and thank you. Children's good behaviour is praised and behaviour that is not acceptable is appropriately challenged. For example, children are told not to run in the hall where other children are playing, as this may result in an accident to other children.

Children benefit from access to a large outdoor play space allowing them to take small supervised risks, such as playing on bikes and scooters. Children have supervised access to a garden which is being developed to grow fruit and vegetables. Children can take part in pond dipping and there are plans to keep chickens. Consequently, children's understanding and awareness of the natural world is enhanced. Children also have access to school facilities, such as a small kitchen area where they can learn to bake and cook under supervision. Staff talk to children about healthy eating and keeping safe in the

kitchen so they develop a good understanding of these topics. Children are encouraged to develop physical skills and understand the importance of exercise and healthy eating. Food is healthy and freshly prepared and children are given diluted juice to drink. However, staff do not let children pour their own drinks. As a result, they do not use every opportunity to support children to acquire independent skills and confidence in managing their own self-care.

Staff support children to play cooperatively with each other. As a result, children develop confidence and are sensitive to the needs and abilities of other children. The opportunity for children of all ages to play and interact together is a strength of this setting. This results in children developing confidence in being able to communicate their needs to others. As a result, children are well prepared for transition to their next class within school.

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

The provider has a good understanding of her responsibilities in meeting the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage. She provides a broad range of interesting activities which complement children's learning and development in school. As a result, children continue to make good progress. The teacher has a comprehensive range of policies and procedures. These include policies on health and safety, behaviour management, equality and diversity, bullying and healthy eating. Policies and procedures are reviewed regularly and systems are in place to check the suitability of adults to work with children. Consequently, children are well protected. All staff have undertaken a range of appropriate qualifications and training including first-aid, behaviour management and the Early Years Foundation Stage training. As a result, children's safety and learning is well supported. The provider has a good understanding of safeguarding. For example, the premises are safe, doors have coded access and children are supervised at all times. The provider has conducted comprehensive risk assessments to ensure children are kept safe.

The provider reviews her practice and uses this process to identify priorities for improvement. For example, she has prioritised developing role-play facilities for children in order to expand their opportunities for imaginative play. The provider regularly meets with staff to discuss their training and development requirements and ensures effective supervision is in place. The provider works closely with other staff in school, including support assistants, to ensure that children's individual needs are met. Partnership with parents is good and feedback from parent questionnaires is consistently positive. Parents are very pleased with the facilities provided by the setting and the friendly and supportive staff. The provider works closely with the school management. Consequently, staff are able to access school training and gain experience of working in the early years classroom, resulting in improved understanding of making accurate observations and assessment of children's progress.

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. 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	EY438533
Local authority	North Yorkshire
Inspection number	907220
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	43
Name of provider	Craven Children's Holiday Club Limited
Date of previous inspection	27/06/2012
Telephone number	01756792910

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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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