

# Captain Cook Out of School Club

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

## Inspection date

08/01/2015

Previous inspection date

12/02/2014

## 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

- Children are provided with a safe and secure environment, because staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage.
- The staff have a very good knowledge and understanding of how young children learn. They demonstrate how they plan a wide range of stimulating activities linked to children's interests. They also use these to complement the learning that takes place in school, so that children make the best possible progress.
- Children develop warm relationships with staff. They are happy, settled and enjoy making friends with older members of the club. Staff are good role models for children and provide clear guidance about what is acceptable behaviour. As a result, children's behaviour is good.
- Effective partnerships with parents, and a well-established key-person system, helps children form warm and secure attachments, promoting their well-being.

### It is not yet outstanding because

- Staff provide fewer opportunities for children to explore a varied range of natural and real resources in the indoor area to fully promote younger children's exploratory play and sensory experiences.
- Opportunities to develop children's understanding of how to keep healthy during daily routines, such as, hand washing before mealtimes, are not used consistently.

## **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 the out of school club activities in the school hall.  
The inspector spoke with children and held a meeting with the manager and
- nominated person and looked at a sample of children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and action plans for continuous improvement plan.
- The inspector took account of the views of parents through discussion.

## **Inspector**

Vivienne Dempsey

## 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 Primary School in the Marton-in-Cleveland area of Middlesbrough. The club serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play. The club employs four members of childcare staff. All hold appropriate early years qualifications at level 3. The club 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 38 children on roll, 25 of whom are in the early years age group.

### What the setting needs to do to improve further

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

- enhance the already stimulating environment, for example, by adding more natural and real resources to further extend younger children's exploratory play and sensory experiences, particularly in the indoor environment
- enhance children's good understanding of how to keep themselves healthy, for example, by encouraging children to wash their hands fully and discussing why they need to, before eating.

## Inspection judgements

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

Staff have a good knowledge and understanding of how children learn through play. They provide a wide range of stimulating activities and opportunities, suitable for all children. As a result, children's interests and needs are well met. Staff effectively observe children, which gives them an insight into how children are developing and learning. They use the observations well to enhance the environment with challenging and purposeful activities. Staff acknowledge that children follow their own instincts, ideas and interests in their play. As a result, they quickly settle, become engaged in activities of their choosing and develop their independence skills. Staff know children well and successfully consult with staff in the host school to share relevant information. This means that staff are able to successfully build on the learning that is already taking place. Consequently, the good progress that children make in their learning and development is well maintained.

Communication and language is supported effectively, as staff engage in constant discussion with the children during their play activities. Children are confident and comfortable to communicate with their peers; for example, they talk about their day at

school and what they did during the recent school holidays. Staff skilfully use the opportunity to support children further with their communication skills, and use effective questioning and give them plenty of time to talk and think. Children have regular access to the outdoor area, where they can run, climb and enjoy a range of ball games. They also enjoy challenging each other to physical games on the interactive console, such as tennis and bowling. At all times staff members skilfully interact with the children and join in with their play. This provides children with good opportunities to develop their social skills and helps them to feel valued and included within the club. The broad range of activities children engage in effectively supports them in developing the key skills they need for the next steps in their learning as they move through school.

Staff engage well with parents. Regular, verbal discussions take place and staff share observations that they have completed of children, and discuss how support can be offered. Parents spoken to describe how well staff know their children and how they feel their child's learning is supported during the time that they spend at the club. Staff work well with school staff in the host school. They regularly engage in conversations to discuss children's progress and the support offered in the club.

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

All the children attending the club are from the school where the club operates. Consequently, they are familiar with the building and are quickly at ease in their surroundings. Children are greeted warmly and staff use their knowledge of each child to engage them in meaningful conversations. Children are observed to feel relaxed, happy and safe when at the club. They find their friends quickly and go off and play together as soon as they arrive. Staff engage children and show an interest in them, which promotes good attachments and relationships. This enables children to feel emotionally secure. There is an effective key-person system in place to ensure children's specific care needs are continually met. Staff ensure that the room is set out with an assortment of resources, which are mostly available as children arrive at the club. This helps to create a welcoming and stimulating environment. However, natural and real resources are not always readily available in the indoor environment to further promote younger children's exploratory play and sensory experiences. Children are well supported as they move from school into the club because staff develop good links with school staff. This has a positive impact on the success of the settling-in process. Staff are caring and sensitive and adopt a nurturing approach, which ensures all children feel valued and respected.

Children behave appropriately because staff have a positive approach towards behaviour management. They calmly intervene in minor squabbles and diffuse issues quickly and effectively. Furthermore, staff are positive role models and remind children to use good manners. They promote friendships between children by encouraging them to play alongside each other. Children enjoy healthy and nutritious meals and have access to fresh drinking water. They gain an understanding of healthy lifestyles, as they enjoy daily opportunities for exercise both indoors and outdoors, and enjoy fresh air as they play outdoors. However, there are some missed opportunities to extend children's understanding even further, with regard to healthy lifestyles. For example, children are encouraged to use hand sanitizer before eating. This does not fully support their

understanding of hand washing routines and staff do not always talk to them about the reasons for doing this. The children have a good understanding of ways in which they can keep themselves safe. Staff practise the evacuation procedure regularly with them to ensure they know what to do in the event of an emergency. Children's safety and well-being are given high priority by the team. Staff carry out daily safety checks of both the indoor and outdoor environments to keep hazards to a minimum. All staff members have current paediatric first-aid certificates, which enable them to deal with minor injuries or emergencies appropriately.

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

Managers have a good understanding of their responsibilities to ensure practice meets the safeguarding and welfare requirements of the Early Years Foundation Stage. They follow appropriate systems to ensure staff are suitable to work with children, which includes vetting through the Disclosure and Barring Service. Induction procedures provide new staff with information about safety, evacuation procedures and their roles and responsibilities. Since the last inspection the manager has also developed effective systems to monitor staff's practice and holds regular team meetings. This helps to promote outcomes for children and helps to ensure continuous improvement. Staff have a good understanding of how to protect children from harm. They demonstrate their understanding of what to do, should they have concerns about children's welfare. This helps to ensure that children are kept safe from harm or abuse. The managers ensure that all their core training is current, such as safeguarding children, first-aid and food hygiene. This shows their commitment to ensuring children's safety is maintained at all times. Policies and procedures are well written and reviewed regularly by the manager and the committee members. These are effectively shared with parents and contribute to the safe and efficient management of the club.

Partnerships with parents are good and they state that they are happy with the quality of the service provided. Actions and recommendations from the last inspection have been acted on to help promote outcomes for children and to ensure continuous improvement. For example, links with the host school are effective and staff consistently share information about children's learning and a consistent and complementary approach has been established. A key-person system has been introduced to support links with parents and help ensure children's individual needs are met. Staff also work closely with the local authority adviser and supervisions and appraisals are used to develop staff's knowledge and skills. This helps to drive forward children's achievements and progress. In addition, the provider and manager welcome support from the local authority to devise actions plans to help ensure continuous improvement. This helps to further support the self-evaluation process.

### **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

<b>Unique reference number</b>	508541
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	962687
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Captain Cook Out Of School Club Committee
<b>Date of previous inspection</b>	12/02/2014
<b>Telephone number</b>	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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