

# Cockermouth After School Scheme



The Scout Centre, St Helens Street, Cockermouth, Cumbria, CA13 9HX

<b>Inspection date</b>	19 December 2016
Previous inspection date	20 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Children are warmly welcomed into the setting by experienced and well-qualified staff, who show a passion for their work and genuine interest for children attending. Children feel valued and respected and have a sense of belonging.
- Children thoroughly enjoy themselves at the setting. Resources and activities, both indoors and outside, capture children's interests and keep them engaged and motivated in all that they do.
- Children's emotional well-being is fostered well. Staff implement an effective key-person system and develop a close bond with children. This helps children to remain happy, independent and confident.
- Children are well behaved. They demonstrate kindness and respect for one another. Older children support younger ones. This creates a very harmonious environment.

### It is not yet outstanding because:

- Although staff are beginning to work with schools that children attend, these partnerships are not well embedded, so that children's experiences can be complemented.
- Methods for committee members, staff, parents and children, to contribute their thoughts and ideas to the evaluation process, are not highly effective.

## What the setting needs to do to improve further

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

- strengthen the partnership with the schools children attend to ensure their experiences and learning needs are fully complemented
- enhance the self-evaluation process and involve committee members, staff, parents and children more fully in identifying where aspects of the provision can be improved.

### Inspection activities

- The inspector observed the activities indoors and spoke with children during the inspection.
- The inspector completed a tour of the setting.
- The inspector discussed the activities provided for the children with the manager during the inspection.
- The inspector held a meeting with the manager. She looked at all relevant documentation, such as the policies and procedures, children's records and evidence of the suitability of staff working in the setting. The inspector discussed self-evaluation.
- The inspector read the statements provided by parents during the inspection and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff demonstrate a good understanding of how to keep children safe from harm. They know the procedures to follow if they have concerns about a child's welfare. Children are protected through the robust recruitment and induction procedures implemented to ensure the suitability of all staff. The environment is safe and secure. Regular risk assessments and safety checks are completed. Staff are vigilant in their supervision of children. They deploy themselves effectively to support children in the different play areas. Staff access training regularly and update their knowledge through continuous professional development. Parents speak highly of the setting. They praise staff and comment on how much their children enjoy coming and how confident they feel about leaving children in their care.

### Quality of teaching, learning and assessment is good

Staff use their experience and skills well. They successfully provide a wide range of enjoyable activities for children of all ages. Staff set out a wealth of resources which match children's interests, age and abilities. Staff inform parents and children in a monthly newsletter about the forthcoming planned activities. Staff are proactive in encouraging children to have a go. Children confidently make fabric snowmen. Staff provide instruction and children choose the materials they wish to use. Staff talk to children about what they are doing. They extend children's learning through questioning and discussion and challenge children's thinking skills. Children respond well. They make choices in all that they do. Therefore, they feel valued and respected and develop a sense of belonging. Staff closely supervise younger children during the baking activities so they can see and hear what they need to do. Older children help the younger children by mixing the ingredients together. Children then independently decorate their yule logs. Children play cooperatively and have a good imagination. They pretend to act out real-life scenarios in role play situations. Children have many opportunities to initiate their own play. For example, they play board games and card games and complete puzzles in books. These help children to develop their number and problem-solving skills.

### Personal development, behaviour and welfare are good

Children build very good relationships with staff and the other children attending the setting. Their good health and well-being are given high priority. Children enjoy a range of healthy snacks and delight in playing outdoors during the day. They are well supported to continue to develop their independence and self-care. At snack time, they are encouraged to wash and dry their hands, pour their own drinks and help themselves to fresh fruit and buttered toast. During lunchtime, children sit beside their friends to eat their packed lunches. Children help to tidy away toys and resources and clean up before eating. All children, including the youngest children do this with confidence. Children's behaviour is good. Staff have high expectations of all children and are very good role models. Staff help children to remain safe. They remind them not to run around inside and to sit down to eat their meals. Older children support their younger peers and include them in their play. Children access a wide range of physical play equipment outdoors and learn about their community.

## Setting details

<b>Unique reference number</b>	EY320746
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1060930
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 12
<b>Total number of places</b>	50
<b>Number of children on roll</b>	270
<b>Name of registered person</b>	Cockermouth After School Scheme
<b>Registered person unique reference number</b>	RP518385
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	01900828199 and 07419126195

Cockermouth After School Scheme was registered in 2006. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. One member of staff holds qualified teacher status. The breakfast club opens Monday to Friday, from 7.45am until 9.15am, and the after-school club operates from 3.10pm until 6pm, during term time. The holiday playscheme is held each weekday from 7.45am until 6pm, excluding bank holidays.

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