

Cowlersley Community Out of School Club CIC

Cowlersley Primary School, Main Avenue, Huddersfield HD4 5US



Inspection date

4 October 2018

Previous inspection date

17 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- The manager and staff are dedicated to their work with children and families. They are advocates for children and have high expectations of them. Staff successfully support all children to succeed and achieve well in their learning.
- Staff are sensitive and caring. They warmly welcome children and meet their individual needs effectively. Key persons support children's emotional development effectively and help them to settle quickly. Children feel safe in the setting and display a strong sense of belonging.
- Staff encourage and support children's mathematical understanding very well. Children learn to count, write numbers, measure quantities, compare different lengths and develop their understanding of different shapes.
- The manager and staff create an inclusive environment where each child's individual culture is valued and celebrated. Inclusion is a real strength in this setting and is fully embedded. Children learn about communities and develop their understanding of the differences between themselves and others.
- Staff support children who have special educational needs (SEN) and/or disabilities extremely well. They swiftly identify any children who are not progressing as expected and work closely with a range of other professionals to plan successful interventions to support children's learning.

It is not yet outstanding because:

- Staff do not always gather detailed information from parents about their children's learning and development when they first start to attend.
- At times, staff do not help children to understand the benefits that regular exercise and eating healthy foods can have on their bodies.

What the setting needs to do to improve further

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

- gather more-detailed information from parents about their children's prior learning and development so that staff can plan precisely for children's learning from the start
- enhance opportunities for children to develop their understanding of the benefits that regular exercise and eating healthy foods can have on their bodies.

Inspection activities

- The inspector observed different activities indoors and outdoors and assessed the impact these had on children's learning.
- The inspector held meetings with the manager. She checked policies and procedures, staff qualifications and evidence of the suitability of staff.
- The inspector completed a joint observation with the manager and discussed the setting's self-evaluation.
- The inspector spoke to a local headteacher, a pastoral teacher from the school on site, parents and grandparents during the inspection and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff complete child protection training and develop a good awareness of the warning signs that may indicate that children need help. They understand the procedures to follow should they be concerned about a child's welfare. Staff work closely with schools to help safeguard children. The manager implements good recruitment processes, induction for new staff, supervision meetings and training to help ensure that staff are suitable and understand their role. The manager reflects on the effectiveness of the setting and involves parents, staff and children in contributing their views. She uses this information well to develop action plans and implement targets for continual improvement. The manager uses additional funding creatively to help ensure that disadvantaged children enjoy a range of enriching learning experiences. Parents speak highly of the setting and state that their children are happy and staff provide an 'amazing service'.

Quality of teaching, learning and assessment is good

Staff know their key children well. They regularly observe children and make accurate assessments of their development. They use this information well to provide exciting learning experiences that motivate children and ignite their curiosity. Children enjoy baking activities and concentrate extremely well. They weigh ingredients, stir them together and spoon the mixture into bun cases. Staff help children to develop their knowledge of how the ingredients change during this process. They engage children in conversation, introduce new words and help them to understand that eggs come from chickens. Staff foster children's language development well. Older children display imaginative ideas and persist in their self-chosen tasks as they confidently cut pieces of dough and make faces. Staff skilfully encourage children to name the different facial features and think about where to place them.

Personal development, behaviour and welfare are good

Staff are good role models for children. They praise children for sharing, taking turns and for their kindness. Children behave well and use good manners. Staff ensure that children spend plenty of time outdoors each day. Young children challenge their physical skills as they climb the steps on the slide. Older children show their good body strength and coordination as they competently pedal tricycles. Staff help children to understand how to keep themselves safe. Children understand the importance of wearing cycle helmets when they ride tricycles and scooters. Children are friendly and politely ask visitors questions.

Outcomes for children are good

All children, including those who have SEN and/or disabilities and those who receive additional funding make good progress. Children are independent, confident and enthusiastic in their learning. Younger children become deeply involved in their play and persist in exploring how to create a stream in the garden using jugs of water. Children enjoy listening to stories and use books carefully. All children acquire the skills they need for their future learning, including school.

Setting details

Unique reference number	EY474684
Local authority	Kirklees
Inspection number	10069473
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 12
Total number of places	45
Number of children on roll	180
Name of registered person	Cowlersley Community Out of School Club CIC
Registered person unique reference number	RP910225
Date of previous inspection	17 September 2014
Telephone number	07949658937

Cowlersley Community Out of School Club CIC registered in 2014. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one who holds a level 5 qualification and one who holds a level 6 qualification. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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