

# PT Childcare in Catterick



Le Cateau Cp School, Le Cateau Road, CATTERICK GARRISON, North  
Yorkshire DL9 4ED

<b>Inspection date</b>	19 December 2018
Previous inspection date	3 December 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Met	<b>2</b>
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		Not Applicable	

## Summary of key findings for parents

### This provision is good

- Staff get to know children well. They plan appealing activities that link with children's interests and complement the learning that happens in school.
- Children arrive at the club confident and keen to join in with activities. They eagerly select their own resources from the wide range on offer and independently lead their own play.
- Staff are enthusiastic play partners. They join in with children's games and activities, providing suggestions and asking skilful questions that encourage children to think and solve problems.
- Parents are extremely happy with the levels of care staff provide. They are particularly impressed with the thought that goes into plans for the sessions. They comment on how their children love to attend and often do not want to leave at the end of the session. Children say they love the opportunities for 'messy play' and enjoy the food they are offered.
- Managers seek the views of parents, staff, children and other professionals to help them to evaluate their provision. They discuss their practice daily, which helps them to find ways to make ongoing improvements.
- Staff show great respect to children and consistently model and reinforce good manners and consideration for others. Children are polite and offer one another help, encouragement and support. They offer positive comments to their friends during activities. Staff support children's emotional well-being effectively.
- Occasionally, staff do not ensure they have children's full attention when explaining activities or moving children on to the next part of their routine.
- Staff do not consistently make the best possible use of opportunities to teach children about how to take responsibility for their own safety and that of others.

## What the setting needs to do to improve further

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

- gain children's full attention when sharing information about routines and activities, to help them participate even more fully
- extend opportunities for children to develop an even deeper understanding of how to keep themselves and others safe.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed a range of activities and interactions between staff and children.
- The inspector spoke with the provider and the manager at appropriate times during the inspection. She sampled documentation, including evidence of the suitability checks carried out on staff.
- The inspector spoke with staff and children at appropriate times during the inspection. She also spoke with a number of parents and took account of their views.
- The inspector observed staff's practice alongside the provider and discussed how this supports children's all-round development and well-being.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. The provider takes appropriate steps to ensure staff's continued suitability and staff are aware of the requirement to report any changes to their personal circumstances that may affect their suitability. Regular checks are carried out on the premises to identify and remove hazards. Contingency plans are in place, for example, if the premises are inaccessible in an emergency. Partnerships with schools that children attend are well embedded and help to ensure continuity of care. Shared expectations and procedures for managing children's behaviour help to provide clear and consistent boundaries that encourage them to behave well. Arrangements for the supervision of staff are effective. Staff feel valued and supported to develop their own knowledge and skills and morale is high. This contributes to the positive atmosphere in the club and the good capacity for ongoing improvements.

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

Staff encourage children to develop a positive attitude to learning that helps to support their progress and achievements in school. For example, they inspire children to try new and different ways to use resources and develop their own ideas during play. Children show strong imaginative skills. For instance, they use dough to make food items to feed a 'hungry caterpillar'. Staff extend children's learning further by encouraging them to roll, cut and knead the dough, helping to develop their dexterity. Children have plenty of opportunities to develop their creativity. For example, they freely select from a wide range of craft items to plan and make their own designs, and decorate biscuits based on their own ideas. Staff weave opportunities to strengthen children's knowledge of mathematics and literacy into everyday routines and activities. They encourage the youngest children who are learning to write, to add their names to their work, and all children enjoy frequent visits to the school library to explore books. Children develop good physical skills. They practise running, kicking and balancing during outdoor games.

### Personal development, behaviour and welfare are good

Children excitedly discuss how they can earn 'PT pounds' for good behaviour or 'marvellous manners', which they can exchange for a treat from a treasure chest. Staff are attentive and consistently praise children, encouraging their perseverance as they play. Children develop strong resilience, high self-esteem and show pride in their achievements. They benefit from nutritious snacks and plenty of opportunities for fresh air and exercise, which helps to promote their good physical health. Mealtimes are relaxed, social occasions during which children discuss their day with staff and friends. They show a willingness to take responsibility and demonstrate good independence skills. For example, they lay the table and pour drinks for their friends. Children develop meaningful friendships and cooperate during play. They set their own rules and arrange tournaments when playing pool, to ensure the game is fair and everyone gets a turn. Children help to care for pet snails and chickens, which helps them develop care and concern for living creatures.

## Setting details

<b>Unique reference number</b>	EY412875
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10083046
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Bulmer, Rebekah Louise
<b>Registered person unique reference number</b>	RP515728
<b>Date of previous inspection</b>	3 December 2013
<b>Telephone number</b>	07790 607705

PT Childcare in Catterick registered in 2010. The club employs eight members of childcare staff. Of these, seven hold appropriate qualifications at level 3 and above. Opening hours are from 3pm until 6pm during term time, and 7.45am until 6pm during school holidays and on three teacher training days, when the school is closed. The club is closed between Christmas and New Year and on bank holidays.

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