

Craven Children's Holiday Club

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



Inspection date	11 July 2019
Previous inspection date	8 October 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		Not Applicable	

Summary of key findings for parents

This provision is good

- Children settle quickly in the safe, relaxed, friendly and welcoming indoor environment. They have fun and confidently make choices about their play from a good range of accessible indoor toys. The good deployment of staff means that children can move freely between indoors and outdoors, in line with their individual preference.
- Staff plan interesting experiences for children, such as making salt dough play food and elderflower water and dressmaking. Staff keep insightful records of children's time at the club and use these to work in extremely close partnership with the Reception teacher. This helps to support children's transitions superbly through a consistent approach.
- Children are sociable and enjoy linking up with one another. They behave well because staff are good role models and use effective strategies to reinforce the club rules.
- Children have very positive relationships with staff. Staff work in excellent partnership with parents and exchange first-class information on entry. This helps children to settle through staff finding out about their unique needs.
- The provider reflects on and evaluates most aspects of practice effectively to take this forward, alongside staff and parents. Staff value and respect children's views and ideas. For example, they encourage children to contribute to the weekly planning.
- Staff do not optimise use of the outdoor play area to offer a rich and varied range of toys and activities for children who prefer to play outside during the session.
- The systems for monitoring staff's practice are not rigorous enough in precisely identifying how staff's interactions can be improved to the highest level.

What the setting needs to do to improve further

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

- provide a wider and richer range of activities and resources in the club's outdoor area for children who prefer to play outside
- strengthen monitoring of staff's practice, to target professional development precisely and help to improve interactions with children to the highest level.

Inspection activities

- The inspector observed activities indoors and outdoors and the interactions between staff and children.
- The inspector spoke with staff and children during the inspection. She also spoke with the provider.
- The inspector completed a joint observation with the manager of the club.
- The inspector held a meeting with the manager of the club. She looked at various documents, including those related to the suitability and qualifications of staff.
- The inspector spoke to parents during the inspection and took account of their views. She also looked at written feedback from parents.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider has rigorous procedures for the recruitment, vetting and induction of new staff. These ensure that they are suitable and understand their roles and responsibilities. Staff can identify possible signs of abuse or neglect and know how to report concerns of this nature. They receive regular training and keep abreast of changes to safeguarding legislation. Staff's views are respected and valued by the provider. Staff are closely involved in contributing to self-reflection and the detailed action plans for improvement. The provider welcomes the views of parents, for instance through questionnaires. Parents are very keen to give face-to-face feedback about the club and this is very complimentary. For example, they comment on the good range of activities and the friendly day-to-day communication with the caring staff. Parents say that their children love attending.

Quality of teaching, learning and assessment is good

Staff's qualifications and knowledge of early years have an overall positive impact on their practice. Children have ample opportunities to develop their creativity through craft activities. Staff display children's creations, such as a snail and paper plate art, alongside photographs of what else children have been doing. This is one of the ways staff share children's experiences with parents and foster children's self-esteem and confidence. Staff undertake observations of children, which the early years coordinator shares with the Reception teacher. This is extremely helpful in contributing to children's achievements and successfully complementing provision at school. Staff reinforce the skills children require for successful learning as children move through school and beyond. Children are keen to engage in activities, more so indoors, and have a positive disposition. They enjoy staff's generally good-quality interactions in the home corner role-play area. Children pretend to make staff dinner. They communicate confidently and express amusing narration during their play.

Personal development, behaviour and welfare are good

Staff manage new children's transitions to the club well through highly effective settling-in arrangements. For example, staff use the comprehensive 'All about me' document to get to know the children and what they might like to do at the club. All staff work in the host school, which enhances children's subsequent seamless transitions as they move between settings. Children readily approach the caring staff. This is one way they show they are at ease in the club. Children get on well and play collaboratively. For example, they share ideas while constructing a large house with bricks. Staff encourage fairness and taking turns with resources, for instance through the use of sand timers. Children show independence during care routines as they spread their favourite topping on toast and wash their hands before tea. Children have good access to fresh air and exercise, such as when they skip outside and play ball games. This contributes to their physical well-being. Staff celebrate diversity with the children and teach them respect for others. For example, children explore different types of festivals and customs and design posters for Amnesty International Day.

Setting details

Unique reference number	EY438533
Local authority	North Yorkshire
Inspection number	10069643
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	5 - 11
Total number of places	50
Number of children on roll	76
Name of registered person	Craven Children's Holiday Club Limited
Registered person unique reference number	RP531191
Date of previous inspection	8 October 2014
Telephone number	01756792910

Craven Children's Holiday Club registered in 2012 and operates from Carleton Endowed School in Carleton, Skipton. The club solely accommodates the children of the host school. The club employs four members of childcare staff; three of whom hold qualifications at level 3 and one of whom holds qualified teacher status. The club is open during term time only, from 7.45am to 8.45am and from 3.15pm to 5.30pm.

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