

Castle Carrock Kids Club

Castle Carrock, Brampton, Cumbria, CA8 9LU

Inspection date	29/01/2013
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 well supported, secure and settled because of the well-established relationships with key members of staff.
- Children enjoy the activities and experiences, which are exciting and stimulating, promote learning in all areas and meet all children's needs.
- Close links with the school, and an effective committee, means the club is efficient in meeting the needs of all children.
- The flexibility of the club, and responsive staff team, meet the needs of parents and carers.

It is not yet outstanding because

- The views of parents and carers are not widely sought, which means their opinions are not fully reflected upon and incorporated into the self-evaluation process of the club.
- The organisation of snack time is not efficiently planned. This means opportunities for children to fully develop their self-help skills and work as part of a group are not always promoted.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 and talked with children as they took part in the activities.
- The inspector looked at children's files, planning documentation, risk assessments, medication and accident forms.
- The inspector discussed aspects of the provision with parents, taking their views into account.
- The inspector spoke with the manager and staff members about policies and practice.
- The inspector spoke with members of the management committee regarding practice and the provider's self-improvement plan.

Inspector

Janice Caryl

Full Report

Information about the setting

Castle Carrock Kids Club was registered in 1995 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Castle Carrock Primary School, Castle Carrock, Near Brampton, Cumbria, and is managed by a voluntary

committee. The Kids Club serves children from the local primary school and is also open to children from other schools. It operates from the school hall and a classroom. There are three fully enclosed areas available for outdoor play as well as a wildlife garden.

The club employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level two and above. The breakfast club operates each weekday from 8am to 8.50am, and the after school club is open each weekday from 3.30pm to 6pm, during school term time. Children attend for a variety of sessions. There are currently 51 children attending, five are within the early years group. The club supports children with special educational needs and/or disabilities. The club is a member of 4children.

What the setting needs to do to improve further

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

- review methods of seeking more widely the views and opinions of parents and carers. For example, develop questionnaires and provide a comments box
- organise snack times to ensure children can develop their independence and interpersonal skills, by helping serve out crockery and cutlery.

Inspection judgements

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

The manager has a very good knowledge and understanding of the revised Early Years Foundation Stage. Children receive a broad and balanced programme of activities and opportunities that cover all seven areas of learning. Overall planning of activities and opportunities is detailed, and takes into account the views of the children who attend, meaning children feel valued and respected. Children's interests are observed and documented through photographs and pieces of work. Observations are used to help plan what children do next. Therefore, children remain interested, motivated, and make good progress in their learning and development.

Children take part in activities about Australia. They celebrate Australia Day by linking up with the country through the computer. They make vegetable kebabs, and make and colour flags. This promotes their understanding of the world, by learning about different places, and communication, via technology. Children's communication and language is promoted well, as the manager talks with them about the activity, and asks questions

about the country. Children help each other as they put aprons on, ready to make kebabs. The older children help younger children tie their aprons, meaning they learn to work together. This helps children to build relationships, value each other's abilities and gain mutual respect. Children's independence is promoted as they use knives to cut up vegetables, and place them onto skewers. Staff have high expectations of children. They encourage them to try for themselves and offer help where necessary. Staff skilfully question children, promoting thinking skills. For example, they ask 'If we were in Australia, or if it wasn't raining here, what would we do with these kebabs now?' Children answer enthusiastically. Children are praised appropriately throughout the process for trying hard and achieving.

The club is well resourced and organised, with cupboards containing games and activities. Children of all abilities are supported well, through a range of resources and equipment, which suit the different age ranges and abilities. Children choose their own activities, which mean they have fun, doing what they like best. Some make sand pictures, while others build and make tracks for cars and trains. Children's personal, social and emotional development is fostered well. In one activity they concentrate on threading beads onto string. This promotes physical development along with hand-eye coordination. Children have access to laptops which they play with independently. Staff support children if necessary, by carefully observing them as they play. Staff listen and take note of what children do, and activities and experiences are adapted or changed, according to the needs of individual children and the group.

Staff have a key group of children and liaise with parents regarding their children's experiences within the club. This partnership working is very effective and parents' comments include, 'The care, the provision and pastoral care is magnificent.'

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

Children enjoy attending the Kids Club. They demonstrate their enjoyment by being actively engaged in the activities on offer. Comments from children include, 'I love this club because we do cool things, like make bracelets, play outside and do cooking'. Children's key persons offer effective help and support to the family.

Children demonstrate confidence as they ask questions. They respond positively to requests and directions. For example, children ask, 'How do I do this?' Key persons respond by saying, 'What do you do? If you can't read the instructions, get someone to help.' Children try to read the instructions then say, 'Please can you help?' Children are therefore offered challenges that enhance learning and development, and the appropriate support ensures self-esteem and self-confidence is well fostered. Children freely choose activities, meaning their interest and enthusiasm is maintained. Children say, 'I love it when it is free choice. There are so many things to do.' They feel safe and secure as they move between the activities and help clean and tidy up after snack. Staff are calm and skilful in managing children's behaviour. Children are supported in managing their feelings, while gaining an understanding of acceptable and unacceptable behaviour.

Health and hygiene awareness is promoted as children are encouraged to wash their

hands thoroughly, before receiving a healthy snack of bread, spread, ham and cheese. Staff hand out plates and cups for children to use at snack time. Although independence is promoted, as children use knives to spread the butter or cheese to make their own sandwiches, opportunities to develop self-help skills in setting the table are missed. They have fresh fruit and a drink, sit together and chat. This fosters relationship building, self-confidence and self-awareness. Children show their understanding of health and hygiene practices, as they are asked what they should do with the vegetables, before chopping them. Children answer knowledgeably, 'Wash them to make sure there are no germs'. Children help staff choose and buy items for snacks as they write shopping lists of the items they prefer. This promotes early literacy skills of reading and writing. Staff talk to children about what foods are healthy, helping them to choose wisely. Children go outside each evening, after school, weather permitting. They play games, run around, and explore the environment. This helps children develop their physical skills through exercise, fresh air and fun. Children create pieces of art work which are displayed in a scrapbook or on the club wall. Consequently, children feel valued, remain interested, and motivated. This is because children's emotional well-being is met effectively, supporting good progress in learning and development.

Staff know the children extremely well because they work with children during the school day. This continuity of care and learning ensures children make good progress, and transitions between the settings are seamless. Consequently, children settle well, and remain active learners. Equally, staff know children well from other settings, and are well-informed regarding children's activities and experiences, through communication diaries. Parents are invited to view and discuss their child's needs at any time with their child's key person. They are made fully aware of the programme of activities that are provided and the snacks their children receive. Children therefore benefit because communication between the setting and home is positive and consistent.

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

The committee members of the Kids Club have a high level of awareness with regard to the revised Early Years Foundation Stage learning and development requirements. This means that children's progress is monitored closely, and support offered as necessary. For example, the committee have been successful in obtaining funding, to support the club in purchasing extra resources, to meet children's needs. The manager and staff fully understand the seven areas of learning and development. Planning ensures children receive a broad range of interesting activities and experiences which promote their individual learning and development. This means children are fully supported in making good progress towards the early learning goals, given their starting points on entry into the club.

The manager and committee have a very good understanding of the safeguarding and welfare requirements. Children are well protected because staff know and understand their responsibilities, with regard to safeguarding children. Selection and recruitment of staff is robust. They include induction procedures that ensure policies and procedures are suitably adhered to and staff are made fully aware of their roles and responsibilities. Staff

receive continuous supervision, meaning practice is safe and effective and of good quality. Appraisals take place regularly, ensuring the needs of staff are identified and addressed, which help keep children safe. The areas where children play are checked regularly and detailed risk assessments are frequently reviewed. A record is made of all visitors, meaning children stay safe in a secure, well-maintained environment. Policies and procedures for the club link with those from the school. Where specific club policies are needed, however, these are known and understood by all staff and management, for example, the child protection and equal opportunities policy.

The management committee has an accurate understanding of its strengths, and works closely with all involved including staff, the school, parents and children. The manager and the committee work very closely together and have monthly meetings to discuss their responsibilities, any issues and professional development opportunities. The manager is a good positive role model for staff and although her role in leadership and management is not fully developed, she takes an active part in reflecting on the provision and identifying improvements. Parents are made to feel welcome in the club and information regarding the club's activities, key persons, and planning, are on display. This means they are kept fully informed of what their children do and can be involved in their children's learning and experiences at home. Parents comment that management and staff are very responsive to parents' needs and requests. However, the committee and the manager have not fully developed methods of obtaining detailed feedback from parents and carers, in order to ensure their views are fully represented in the club's 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. 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

Unique reference number	317426
Local authority	Cumbria
Inspection number	872020
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	51
Name of provider	Castle Carrock Kids Club
Date of previous inspection	17/03/2009
Telephone number	01228 670393

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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 that are usually their 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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