

PT After School Care at Colburn Children's Centre

1 Broadway, CATTERICK GARRISON, North Yorkshire, DL9 4RF

Inspection date

Previous inspection date

12/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's welfare is effectively safeguarded by staff, who have a good knowledge and understanding of how to protect the children in their care.
- Staff provide clear guidance about what is acceptable behaviour. They are positive role models and as a result, children are happy and secure in their care.
- Staff follow children's lead to provide stimulating, fun activities which maintain their interests while promoting their learning effectively. This results in children making good progress.
- Children are happy, settled and secure and enjoy the company of other children and adults at the end of their school day. They are confident and are developing good independence skills.

It is not yet outstanding because

- There is scope to enhance the ongoing supervision and support provided for staff, in order to further maximise and strengthen their skills and ensure continued professional development.
- Arrangements are not always fully in place to liaise with parents and other early years providers about what children are learning at home and school so this can be taken into account when planning activities to extend children's good learning even further.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities throughout the setting in both indoor and outdoor spaces.
- The inspector spoke with the deputy manager, staff and children at appropriate times throughout the session.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through the setting's self-evaluation document.

Inspector

Karen Tervit

Full report

Information about the setting

PT After School Care at Colburn Children's Centre was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by a private individual. It is situated within Colburn Children's Centre in Catterick Garrison, North Yorkshire. There are two main playrooms on the ground floor and access for children to associated facilities within the children's centre. Children also have access to enclosed outdoor play areas. The after school club serves the local area and is accessible to all children. There are currently 51 children on roll, of whom nine are in the early years age group. The after school club employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. It is open Monday to Friday from 3pm until 6pm term time only. There is also provision for children to be cared for on teacher training days when the setting is open from 8am until 6pm.

What the setting needs to do to improve further

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

- expand on the already good, informal systems used to supervise, coach and support staff to further maximise and strengthen their skills and further promote continued professional development

- explore further ways to help parents and other early years providers share what they know about child to promote a consistent approach to supporting children's learning and development, so that they continue to make the best possible progress.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They ensure that the range of activities provided, link closely to children's interests so their play is enjoyable and focussed. Staff gain information from children and parents through discussion and initial assessments to help them support and meet each child's specific needs and interests. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning. The after school is currently developing a more visual process for tracking and recording children progress, involving all the staff.

The after school club provides a warm and welcoming environment where children can relax, play and have fun with their friends. Staff have a good understanding of how

children learn and develop through play. They provide stimulating activities and resources to cover the seven areas of learning. Staff are also aware that children have spent the day in school and so ensure activities balance those provided in the classroom. For example, there are plenty of opportunities to be outside and be active or to play quietly at the end of a busy day. Staff make the best use of the space they have, working hard to make the indoor and outdoors interesting and exciting spaces in the limited time they have available to set up the rooms. Younger children eagerly collect their names and display them as part of the self-registration process. Children have mainly free flow access to outdoors choosing where they want to play. Outdoors they skilfully use their watering cans to pour water down the guttering pipes, dig in the soil, play parachute games and experiment with the different effects of light from their torches. Good quality teaching help children to make progress, and supports them well as they move forward in their learning. Children are confident and often expressive speakers. They chat easily to their friends, readily describe what they are making and playing with, and often discuss their ideas with staff and each other. Younger children enjoy exploring different toys and playing with older children, which helps to develop their social skills. For example, children delight in making a castle using different items, such as cereal and broken biscuits. A range of fiction and non-fiction books are accessible, along with comfortable beanbags, where children relax and have some quiet time, all of which effectively enhances their literacy skills. Children's interest in books is further fostered by regular trips to the library within the Children's Centre. They learn to show care and concern to animals as they help look after and feed the guinea pigs, sitting very still as they gently stroke them. Their creativity is supported as they enjoy making marks and pictures by drawing with a variety of pencils and crayons. Younger children demonstrate their emerging writing skills as they write their name on their work. Children learn about space and measure as they play with a range of construction toys. Alongside this, they practise counting skills as they engage in imaginative play and confidently demonstrate how many they can count up to. As a result, children's mathematical skills are successfully promoted.

Parents have suitable opportunities to be involved in their children's learning and development through daily conversations with staff as they collect their children. Staff look for new ways to encourage and enable parents to share information about what their child is doing at home. However, as yet they are not yet fully engaging with all parents so they can maximise children's already good learning.

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

Children are very settled and happy within the after school club. Prior to them starting, the staff collate key information from parents about their child, which allows them to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well and consequently, effectively meeting their individual needs. The after school club operates a key person system for the younger children. Therefore, their emotional well-being is well-supported because they develop warm and trusting relationships with staff. Children freely approach adults if they need help or want them to join in with an activity. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Younger children's key persons carefully plans for their children's individual learning, spending time during the session

supporting them in specific activities in small groups.

The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of resources being easily accessible for all children. Staff set out the rooms on a daily basis and are creative in the ways in which they display children's artwork and photographs of their learning, as they have limited wall space. For example, staff collate attractive scrapbooks with photographs of activities and samples of artwork for children to explore. All of this helps to develop children's sense of belonging. The after school club effectively promotes all children's understanding of diversity through attractive displays of posters that reflects positive images of difference and activity planning that encompass different celebrations, for example, American Independence Day and Christmas around the world. Children benefit from a range of healthy, nutritious snacks which meet their individual needs. Staff successfully encourage children's independence skills. For example, they support them in learning to tie laces correctly. Children are encouraged to help to set and clear the tables for snack and pour their own drinks. They create their own Christmas trees made from fruit. Children also have 'treat nights' where they decorate their own cakes using items, such as icing and marshmallows. Drinking water is available for children to help themselves to throughout the session. Children delight in being outside where they enjoy a variety of activities and expend their energy after being in school all day. Children show a good understanding of their own safety as they move around the room, handle tools such as scissors and use physical play equipment. They understand the importance of wearing hi-visibility jackets on their way back to the after school club so they can be easily seen in the dark. On arrival they carefully fold them up ready for the next day.

Children demonstrate a sense of belonging in the environment and are content and relaxed. They are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school. Children behave very well at the after school club as a result of staff being good role models and celebrating their achievements. For example, they receive certificates for using 'marvellous manners'.

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

The safeguarding and welfare requirements are successfully met and understood. Clear policies and procedures are in place and successfully underpin staff practice. Staff have good knowledge of procedures to follow should they have a concern about a child in their care and know who to contact for additional support and advice. Staff keep accurate records of accidents and first aid treatments administered to children. The after school club ensures that all policies are regularly updated and take into account changes to the legislation, including the use of cameras and mobile phones. Robust recruitment, vetting and staff development procedures ensure children are looked after by adults who are suitable and have the required knowledge and expertise. Effective induction procedures help new staff to fully understand their roles and responsibilities. Routine safety checks contribute significantly to children's safety and well-being. For example, staff complete daily checks to ensure the premises are safe, secure and free from hazards, taking into

account that the room may have been used by others throughout the day. Staff are vigilant about children's safety and supervise children well as they move between the indoors and outdoors.

The deputy manager monitors young children's learning and development and their involvement in activities well. This ensures children's needs are met and that they are fully engaged and interested in what they do. Staff are well-qualified, experienced and motivated. They demonstrate an enthusiasm for their work and a commitment to improving achievement for all children, while having fun. Appraisals are carried out to help staff to identify their strengths and areas for future development. However, supervision and peer observations are done on an informal basis. This means that opportunities to more effectively share staff expertise and evaluate staff practice may be missed. Self-evaluation is thorough and takes into account the views of staff, children and parents. Views of staff are obtained through team meetings and parents have regular opportunities to talk to staff when they collect their children or complete questionnaires with their own views and those of their children. The management team and staff have a strong drive to improve the after school club and a clear action plan that supports continuous improvement is in place. For example, the deputy is keen to use the skills gained through her recent training in creativity in young children to further develop the outdoor area.

Partnerships with parents are good and children benefit from the positive relationships that staff develop with their parents. Information for parents is clearly displayed on noticeboards. Plans are in place to provide additional information about the after school care through newsletters. Feedback from the parents is positive. They say that staff are friendly and approachable and that children enjoy coming to the after school club. Although, the management team and staff endeavour to build partnerships with other early years settings, such as nursery and school, highly effective arrangements are not fully in place to share knowledge and ideas about how to move children even further forward in their learning.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY466030
Local authority	North Yorkshire
Inspection number	923721
Type of provision	Out of school 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	Rebekah Louise Bulmer
Date of previous inspection	not applicable
Telephone number	07790607705

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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, which are usually the childminder's 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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