

PT After School Care

Colburn Childrens Centre, The Broadway, CATERICK GARRISON, North Yorkshire,
DL9 4RF



Inspection date

5 September 2016

Previous inspection date

12 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- The manager leads a well qualified and committed team of staff, who share her vision for the setting. Together they aim to provide a high-quality provision for all children.
- Staff are very good role models. They involve children in decision making, such as developing rules to make the setting a positive, happy place for everyone. This helps children take ownership, have a sense of belonging and behave extremely well.
- Children form strong bonds with staff and go to them for help, support and comfort when they need it. Staff get to know children well and ensure that their needs are met.
- The manager has robust systems in place for the safe recruitment, induction and ongoing support for staff.
- Partnerships with other professionals, services, agencies and schools are well developed and used to ensure that children's individual needs are met.

It is not yet outstanding because:

- Although staff supervision is good, targets for development are not focused closely enough on raising the quality of staff's interactions with children.
- Sometimes, younger children are seated too long at mealtimes and become restless.

What the setting needs to do to improve further

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

- strengthen good staff supervision even further and ensure that targets for development are precisely focused on improving the quality of staff's interactions with children
- review the arrangements for mealtimes to ensure that children do not spend too long at the table and are able to more quickly engage in play activities.

Inspection activities

- The inspector took a tour of the areas of the building used by the setting.
- The inspector observed children inside and outdoors and assessed the quality of teaching and learning.
- The inspector spoke to the manager, staff, children and parents during the inspection.
- The inspector viewed a range of documentation including policies and procedures, risk assessments, children's records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The manager is committed to continually improving the setting and encourages her staff team to be reflective and evaluative. Staff seek the views of children and parents to focus plans for development and make changes to reflect the needs of families who use the provision. The arrangements for safeguarding are effective. Health and safety policies, procedures and risk assessments are implemented well. Staff understand their duty to protect children and know what to do if they have concerns about a child's welfare. Children are closely supervised, particularly when other professionals are using rooms in the building. This helps to ensure that children are kept safe and secure at all times. Children learn to assess risks for themselves. For example, staff use highly effective questioning to reinforce their high expectations of children's behaviour, as they prepare to leave for the park. Children are able to tell them about the potential dangers they may encounter and how to keep themselves safe.

Quality of teaching, learning and assessment is good

Children are warmly welcomed into the setting by enthusiastic, fun, knowledgeable staff, who have a good understanding of how children learn. They make sure that the environment is planned to reflect children's interests and developmental stages. Staff encourage children to share their thoughts and ideas, make choices and lead their own learning. This helps them to become to be confident communicators. Activities and experiences are planned to cover all seven areas of learning, inside and outdoors. Staff use information about children's time in school and at home to complement, consolidate and build on their learning elsewhere. Children play cooperatively and have good imaginations. There is a wide range of good quality resources, toys, tools, books and equipment for children to use to extend their play. Staff record children's achievements and learning in record books, which are shared with parents. Parents feel well informed about what their children have been doing through the whole day and appreciate the time staff spend talking to them as they pick up their children.

Personal development, behaviour and welfare are good

Children are well supported when they start in the setting. Staff work closely with parents and gather information to help them provide children with an appropriate and engaging environment. This ensures that children settle quickly. Children of all ages play together and show care and concern for each other. Older children help and support younger children, especially those who are new to the setting. Children serve themselves at mealtimes and pour their own drinks. This helps them to develop independence and become less reliant on adults. Children take responsibility for tasks, such as tidying away meal plates, sorting and organising resources. Staff help children to understand the importance of regular fresh air, exercise and a balanced diet. Children have access to an outdoor space from the settings rooms and can play there daily. They learn how to care for living creatures and help look after the settings guinea pigs and fish. Staff emphasise the importance of following hygiene practices before meals, after going to the toilet and handling animals.

Setting details

Unique reference number	EY466030
Local authority	North Yorkshire
Inspection number	1066985
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 10
Total number of places	24
Number of children on roll	63
Name of registered person	Rebekah Louise Bulmer
Registered person unique reference number	RP515728
Date of previous inspection	12 December 2013
Telephone number	07790607705

PT After School Care is privately owned, was registered in 2013 and is situated within Colburn Children's Centre, near Richmond. There are eight members of childcare staff. Of these, two hold an appropriate early years qualification at level 4, two at level 3 and two at level 2. The setting is open from 8am to 6pm on teacher training days and from 3pm to 6pm, Monday to Friday, during term time.

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