

# Cottam Before and After School Club

Cottam CP School, Haydocks Lane, Cottam, Preston, Lancashire, PR4 0NY

<b>Inspection date</b>	07/10/2014
Previous inspection date	04/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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

- Comprehensive policies for safeguarding children are fully understood and implemented by staff. Clear procedures ensure that all staff are suitable and have a good understanding of their roles and duties. Consequently, children are secure and well protected in the club.
- Staff are attentive about children's safety and behaviour. They maintain a fun and positive atmosphere in the club. They promote good relationships between children of all ages in the club.
- Staff have a good understanding of how children learn through play. They talk to children, encouraging them to choose from a wide range of activities on offer. Children are confident and well motivated.
- Partnerships with parents and other local agencies are strong. This enables staff to have a good knowledge of each child. They use this well to plan relevant and complementary experiences for children attending the club.

### It is not yet outstanding because

- There is scope to improve the way the club involves children in the planning and organisation of activities, to further enhance their independence and thinking skills.

## **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 in the club rooms and outdoor play area.
- The inspector held meetings with the manager and had discussions with staff.
- The inspector looked at children's work and records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in the club's feedback.

## **Inspector**

Mary Wignall

## Full report

### Information about the setting

Cottam Before and After School Club opened in 2001 and operates from Cottam Primary School, Cottam, Preston. It is one of six facilities run by Discovery Vine Limited. It operates term time only, from 7.45am to 9am and from 3pm to 6pm, Monday to Friday. A holiday club is offered by the company in nearby schools. The club has use of the school hall, a designated classroom, the adjoining resource area and the school playground. Four members of staff work with children, of these all hold relevant qualifications in early years and play work. There are currently 72 children on roll, 35 of whom are under eight years, including nine in the early years age group. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- extend and enhance the opportunities for children to further develop their independence and critical thinking skills, for example, by including them more in the planning of activities.

### Inspection judgements

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

Children enter the club eagerly and with confidence. Staff talk to children about their day and know their current interests. The effective key-person system and partnerships with parents ensures that staff have a good knowledge of each child. Staff keep parents informed about their children's experiences and achievements in the club. They know what children enjoyed playing with the last time they were there and help them to access other activities they want to explore. The well-qualified staff team have a good understanding of how children learn through play. Staff set out some activities and encourage children to remember what activities and resources are available. However, ways to encourage children to be more consistently involved in planning and practise their thinking skills are not fully explored.

Staff use the wide range of resources available to support children's physical, social and communication skills. Children eagerly enjoy the pinball game, table football, cars and action figures. They develop their coordination and handling skills as they press buttons, move handles and move cars along tracks. Close links with other clubs in the area that run are by the same company are used well to extend children's experiences. Each of the clubs regularly share a challenge that involves all children and encourages them to practise and develop their skills. Such activities range from baking bread, decorating files and an activity box, and producing the longest elastic band chain. Each club is awarded

points for their efforts to celebrate their achievements and this introduces playful competition. Staff and children talk with passion about how they use their mathematical skills to count and record their points. They show how they decorated an activity box to win the maximum points. The box is decorated with children's hand prints, drawings and painted leaves from their display called The Wishing Tree. Children explain that they each write a wish to pin on to the tree and then they 'try to make them happen'. The leaves show children's developing literacy skills and exemplify how staff encourage children to have high expectations.

Children have good opportunities to practise and refine their social and communication skills. Staff and older children are good role models for children. For instance, older children develop an elaborate role-play restaurant game. They write out a menu and point out the different courses available. Younger children are inspired by the activity and join the fun. They are welcomed to the game and are offered a high five handshake celebration as they add their own ideas. They use the pretend cooker with imagination; opening doors, turning knobs and providing sound effects. They play with imagination and chatter about the different foods made from plastic and wood. Children show pride as they show staff what they have made with glue, paint and natural materials they have collected. The children are inspired by the natural items, such as, pine cones, conkers and bark. The good-quality range of resources adds to their enjoyment as they add pipe cleaners or wobbly-eye stickers to give their creations more character.

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

A good key-person system, skilled staff and good partnership with parents means that children are well supported in the club. Staff meet with parents before children start in the club. This helps to build warm relationships and a shared understanding of each child's care needs and preferences. Staff enjoy good relationships with children and parents. A close relationship with the host school and a well-established staff team helps to support children's transition to the club. Children enter with confidence and show good levels of responsibility as they know where to put their coats and belongings. They naturally greet friends from different parts of the school.

Children are highly motivated and play with enthusiasm. They play with great imagination and expression. They play with cars, tracks and figures, developing stories of battles lost and won. They move the figure's arms and positions in the game and use imaginative chatter and realistic sound effects to bring the game to life. Staff are attentive and skilful in supporting children's play. They calmly divert any unwanted behaviour. For instance, they notice when a game becomes increasingly boisterous. They skilfully join in the game and calm it down while explaining the benefits of playing appropriately and safely. Children show respect and understanding as they immediately adapt their play and continue the game happily. Children of all ages play well together. Links with other clubs run by the same company help to prepare children for the holiday club offered by a nearby club. Staff talk about the clubs and some activities they have shared. This helps to familiarise and support children who go on to attend the holiday club.

Children show a good understanding of appropriate hygiene routines as they automatically wash their hands before their snack. Children learn about healthy eating as they are offered a range of healthy snacks. They see colourful and informative displays that reinforce their learning and understanding of healthy eating and good hygiene. Children enjoy snacks of bread, crumpets, cheese, tuna and fruit. They show good control as they use cutlery to eat their chosen fruit of kiwi. Snack times are social events where older and younger children chat about their day and enjoy recalling the names of each other's teachers. In play, older children are good role models as they explain that the straw used in the role-play game should not be put in their mouth. Children make full use of the outdoor play areas. They demonstrate a good attitude to fresh air and exercise as they wrap up well and enjoy playing in the light rain before returning indoors.

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

The provider, manager and staff have a good understanding of safeguarding issues. The club has a range of safeguarding policies and procedures to help ensure that children are well protected. Priority is given to ensure that all staff have up-to-date training on safeguarding procedures. Clear records are held to demonstrate the suitability of staff. Regular meetings with other club managers and staff supervision and appraisals result in all staff working well together to promote children's welfare and safety. Partnership with parents and the host school is good. All partners work well together to ensure each child's individual needs are understood and respected by all partners. Consequently, a positive play and learning environment is created that fully supports children's learning and development.

The provider works well with the local authority and other clubs run by the same company to share good practice. Staff are motivated and committed to ongoing training and evaluation of their service. The provider involves staff, parents and children in reviews of their practice. They do this in annual questionnaires, regular newsletters and ongoing feedback. Staff use their training and knowledge in early years and play work skilfully to engage and support children in their activities. They are calm and consistent and are skilled at supervising children sensitively. They actively listen to children to make them feel valued.

The staff and children make good use of the space available. Staff ensure that all areas are suitably risk assessed. Good deployment of staff means children are well supported in all areas of the club. Staff, parents and children are attentive to safety. They understand the need to keep the premises secure and follow clear procedures to ensure that only staff open the door to parents. This adds to the cosy, safe and warm environment created in the club.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY290000
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	861358
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	72
<b>Name of provider</b>	Discovery Vine Limited
<b>Date of previous inspection</b>	04/10/2010
<b>Telephone number</b>	07837888258

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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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