

# Coton School HBC

Inspection report for early years provision

---

<b>Unique reference number</b>	EY315265
<b>Inspection date</b>	23/10/2008
<b>Inspector</b>	Margaret Goodchild

<b>Setting address</b>	Coton Primary School, Whitwell Way, Coton, Cambridge, Cambridgeshire, CB23 7PW
<b>Telephone number</b>	07932 085432
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Coton HBC is managed by a voluntary management committee made up of parents of children at the club. It opened in 2005 and operates from a mobile building in the grounds of Coton Primary School in the village of Coton, Cambridgeshire. It is placed on the Early Years Register and both parts of the Childcare Register. A maximum of 24 children may attend the out of school club at any one time. The club is open each weekday from 08:00 to 08:50 and from 15:30 till 18:00 during school term time. All children have access to an outdoor play area. The building provides satisfactory access for all groups.

There are currently 16 children aged from four to under eight years on roll; two children are in the early years age range. Children come from a wide catchment area. The out of school club employs three members of staff. Two are qualified to Level 2 in childcare and one of these is working towards a Level 3 qualification; the other member of staff is working towards Level 2.

## **Overall effectiveness of the early years provision**

Children are known as individuals in this out of school club and all are included well in a warm family atmosphere. Learning and development are satisfactory although art and craft projects make an outstanding contribution to children's creative development. Staff bring a range of valuable skills to their role, but the club does not meet requirements for staff qualifications. Leadership and management and self evaluation are satisfactory so that the club is satisfactorily placed to continue to improve.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- establish a system for observing and assessing children's progress
- maintain a regular two-way flow of information with parents and other providers about what children know, understand and can do
- strengthen leadership and refine self evaluation to establish a system that supports continuous improvement.

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

The management committee fulfils its leadership and management role satisfactorily. To address gaps which members knew existed, the management committee has worked in recent months with a local authority adviser to review the club's documentation, policies and procedures against the Early Years and Childcare Quality Framework. This led to the identification of a number of issues that required attention. The most important points have been addressed, ensuring that children are safeguarded. A detailed development plan has been drawn up

and managers are using this to bring about gradual improvement. The management committee has identified the need to strengthen day-to-day leadership to improve the club's capacity for continuous improvement. Recently revised policies provide a satisfactory foundation for the club's work.

The play leader and his deputy both bring valuable skills to their roles, which are of direct benefit to the children. As a professional illustrator who works also as an artist-in-residence with primary-aged children, the play leader brings a wealth of creative expertise. His skills are complemented by his deputy, who has experience in working with under-fives in a Montessori nursery. It remains, however, for the management committee to ensure that the play leader or another member of staff in a management role complete a relevant qualification at Level 3 to fulfil legal requirements. Staff are awaiting training in the Early Years Foundation Stage but they have already begun to implement some aspects of the new guidance. Staff are suitably qualified in paediatric first aid and in child protection.

Parents are suitably informed about procedures and there is daily informal communication with them when they leave or collect their children. However, staff have not yet established a system for sharing information with parents and other providers about children's progress.

Sharing the premises with a pre-school places some restrictions on space and the layout of resources. Nevertheless, staff make good use of the accommodation and in most respects the facilities meet children's needs well.

## **The quality and standards of the early years provision**

The club has satisfactory procedures for ensuring children's welfare and it provides sound opportunities overall for them to learn and develop. Nevertheless, the expertise of the play leader and the exciting artistic projects that are provided mean that children make outstanding progress in their creative development. They have excellent opportunities to develop their visual perception, practical skills and their imagination. During the inspection, a wide range of art and craft activities in two and three dimensions, on the theme of Halloween, gave rise to a magical atmosphere that captivated the children. A four-year-old was quick to get involved in making a cake in the shape of a castle and his face shone with excitement as he helped to place decorations on top of the bright green icing.

Playing alongside older children, who are all motivated and absorbed by the activities provided, has a very positive effect on the personal, social and emotional development of children in the Early Years Foundation Stage. The older children treat the younger children with care and consideration, and this helps to promote their social skills and build their confidence. The under fives also receive a good deal of support and encouragement from the staff and have plenty of opportunity to choose toys and equipment for themselves as well as getting involved in adult-led activities. As a result, they are happy and concentrate for long periods of time when playing alone or alongside older children. They enjoy healthy snacks, such as toast and a selection of fruit, and play safely together. Staff place appropriate emphasis on hygiene, ensuring that children wash their hands before eating, and

encourage them to consider the impact of their actions. Behaviour is good and the atmosphere is warm and caring. There is a hive of lively activity but also opportunity for children to sit and relax quietly.

Opportunities for children to develop communication, language and literacy are good through the conversation that is generated by creative activities and the close camaraderie between the children. They readily access books, enjoy having stories read to them by the staff and older children, and listen carefully when they are watching television or DVDs. Children make satisfactory progress in problem solving, calculation and numeracy and in knowledge and understanding of the world. They make good progress in learning to use tools and in skills such as cutting and sticking but rather less progress in other aspects of physical development. The club has limited equipment for outdoor play, though access to the outdoor area is good.

The staff have begun to record their planning and link this to the six areas of learning. However, learning and development are satisfactory overall despite a number of important strengths, because staff do not have any system in place for observing and assessing what children can do in order to feed this into their planning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that the supervisor or manager holds a full and relevant Level 3 qualification (as defined by the Children's Workforce Development Council) (Qualifications and training) (also applies to the voluntary part of the Childcare Register)

23/10/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Qualifications and training)

29/10/2008

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.