

# Cambo Wraparound

Inspection report for early years provision

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**Unique reference number** EY393794  
**Inspection date** 18/11/2009  
**Inspector** Anthea Errington

**Setting address** Cambo First School, Cambo, MORPETH, Northumberland,  
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**Type of setting** Childcare on non-domestic premises

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## 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 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).

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.

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## **Description of the setting**

Cambo Wraparound was registered in 2009 and operates within Cambo First School, Northumberland. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register and is registered to care for a maximum of 30 children aged from two to eight years of age. Children have access to the designated playroom and associated facilities within the school building including an enclosed outdoor play area. There are currently 10 children on roll in the pre school group and 34 children on roll in the after school group, of which six are in the early years age group. Sessions are available term time only, Monday to Friday from 9am to 11.30am for pre-school children, and 3.15pm to 6pm for the after school club. There is also a youth club which operates for older children from 4pm until 6pm during the week in term time only. The staff team are appropriately qualified and hold paediatric first aid certificates.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for in an extremely welcoming and caring setting and make outstanding progress in their learning and development supported by staff members who are extremely committed in providing an inclusive environment to all who attend. Highly effective systems for observation and assessment mean that staff members know the children very well, ensuring children receive a personalised learning experience tailored to meet their individual needs within the Early Years Foundation Stage (EYFS). The setting works exceptionally well with parents and other providers to ensure the successful delivery of the EYFS and strong, purposeful links have been developed. Relevant documents are in place and well organised, including risk assessments; however, they do not fully highlight all areas which pose as a risk to children. The setting fully supports the requirement for maintaining continuous improvement and has begun to self-evaluate the provision.

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

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

- further develop the risk assessment to include all areas that may present as a risk to children
- continue to develop procedures to promote reflective practice and self-evaluation.

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

All staff fully understand their role in safeguarding children as fundamental, and are confident and knowledgeable in the procedures they are required to take

should they be concerned about a child in their care. A clear and straightforward written policy outlining the steps they would take in the event of having concerns about a child is in place, and all staff members are appropriately vetted to ensure they are suitable to work with children. The required risk assessments are in place and completed on a daily basis for indoors, outdoors and outings, which reduces the risk to children. However, they are not fully robust to ensure young children do not have access to the kitchen area off the main playroom. Children display their confidence and feel safe in the setting as they confidently engage in activities and approach staff for support and reassurance. Staff talk to the children about keeping safe as they discuss the fence that surrounds the outdoor area, and kindly remind them not to pull the toy microphone across the floor. As well as this, the children take part in regular fire drills, which teach them simple but effective ways to stay safe.

Documentation is well organised and clear records are in place, readily available and stored securely to protect confidentiality. All children's play opportunities are maximised through the effective organisation of space, time and resources. Managers and staff of both the pre-school and after school club recognise the importance of continuous improvement, and have previously completed 'Healthy Pathways' and quality awards, and are currently working towards completion of their own self-evaluation. A highly effective system to observe and assess children in the early years age group to evaluate and monitor their learning needs has been implemented. For example, staff complete comprehensive records, which are linked to the EYFS, to record and monitor children's development and to identify their next steps of learning which are maintained in children's individual learning files. Equality and diversity are very well promoted and an inclusive service is offered to all. For example, all activities and resources are suitable for both boys and girls, and are adapted to take into account individual children's different ages and stages of development. Children are given very good opportunities to learn about different cultures and celebrate traditional Christian festivals alongside others from around the world. Colourful, welcoming posters and symbols displaying positive images and various languages provide children with a very good understanding of a multicultural society.

The support and opinions of parents are highly valued by the setting, and as a result they have formed excellent partnerships with them. For example, parents worked together with the setting to improve and provide an exciting outdoor play area for their children. Parents benefit from the extremely supportive and caring staff team who keep them fully informed with regard to their children's care and learning. Comprehensive observations and records of children's development linked to the areas of learning within the EYFS are recorded in children's individual development files and shared with parents on a regular basis. Parents value the records stating it is encouraging to observe photographs and read observations detailing their children's interaction with others. Consequently, parents can contribute towards their children's learning at home from the clear information provided to them. Excellent links are made with others delivering the EYFS. For example, staff from the pre-school, after school club and the school meet regularly and exchange pertinent information about the children to help support their overall learning and development.

## **The quality and standards of the early years provision and outcomes for children**

Extremely effective and detailed written plans fully reflect the EYFS curriculum, and all staff demonstrate a thorough knowledge and are expert in their practice. Young children make excellent progress in their learning and development and display warm, close relationships with staff members, which results in them fully enjoying their time spent at the setting. Staff are highly skilled in their observation and assessment and plan for each child's next steps of learning with regard to their individual interests. They keep detailed written records along with photographs to assess individual children's progress to support their learning and development.

Staff use their invaluable knowledge of each child to ensure that all activities are presented in such a way as to best suit individual needs and abilities. Observations of children are highly effective in planning for children's next steps of learning and development. For example, lots of opportunities to operate the computer and practise mouse control ensure children perfect their information and communication technology skills, and provides them with very good opportunities to develop skills for the future. Children receive very good support from staff so they feel safe, valued and secure, which increases their desire to learn. Children are extremely well behaved and responsive towards staff, and clear boundaries teach the children how to behave well. They are encouraged to be polite and to use good manners so they acquire effective social skills, and are provided with lots of praise and encouragement to develop their self-esteem. Young children enthusiastically help to serve one another at snack time and are eager to wash the dishes following their snacks. Children have lovely opportunities to enjoy making music and confidently sing their favourite nursery rhymes into the microphone; they glow with pride as they receive lots of meaningful praise from staff members.

Staff are expert in their practice in encouraging children's communication and language skills. For example, children listen with great interest as staff skilfully encourage them to interact fully with the story and are able to finish off well-known phrases using their knowledge and the pictures displayed. Staff value children's contributions as they discuss the picture of the kite in the book and encourage them to discuss and plan how to make their own kites. Children are quick to point out that kites would not fly indoors but need the wind from outdoors. They have excellent opportunities to practise their writing and mark making skills, as they have access to a considerable range of imaginative and good quality resources. For example, a white board is displayed at their height, where they make marks and practise their writing skills. Children use counting and numbers well in everyday play situations; they confidently count the six children lined up, and skilfully point to and recognise the number six displayed on the wall charts. Staff continue to use very good teaching methods and use challenging questions to develop children's numeracy skills. For example, children identified (with staff support) that there is one more toy figure on the train platform, which makes the total four.

Children are given fantastic opportunities to develop their creativity and thoroughly enjoy imaginative play. Very good use is made of recycled resources and everyday

objects, such as empty cardboard boxes. This introduces the children to the concept of recycling and allows them the opportunity to be creative and to use their imagination. Children play together well as they pretend the box is a racing car and then a spaceship. Older children in the after school group have great opportunities to be creative also and enjoy making scented soaps and candles in preparation for a 'family craft night'. Staff provide children with great opportunities to develop their knowledge and understanding of the world. They flourish in the extremely well laid out and well resourced outdoor play area, and have great fun making their own hedgehogs. Very good planning and organisation ensures the link between the indoor and outdoor environment is well managed so that children can move freely between them. All children have excellent opportunities and challenges to develop their physical skills as they confidently climb on the climbing frame, which contributes to their good health and helps them gain increasing control over their bodies. Good health and well-being are promoted extremely well, as the setting uses the detailed information on children's dietary and health needs very effectively. Children are provided with healthy and nutritious snacks and learn about keeping themselves healthy. They explain why they must wash the germs off their hands to keep their tummies healthy, and talk about the recent visit to them from the dentist. Staff plan further exciting and fun activities to develop children's understanding of keeping their bodies healthy. For example, they discuss the planned 'Children in Need' party where they will dress up in pyjamas and discuss how important sleep is for them, as well as healthy eating, and oral hygiene. All children flourish in the welcoming and friendly setting supported by supportive and caring staff who are extremely good role models to them.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

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

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