

New Croft OSC

Inspection report for early years provision

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Inspector	Andrew Clark

Setting address	C/O Newnham Croft Primary School, Chedworth Street, Cambridge, Cambridgeshire, CB3 9JF
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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).

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.

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Description of the setting

New Croft Out of School Club opened in 1993 and is run by a private company. The setting operates from a community building in the grounds of Newnham Croft Primary School in Cambridge. The club supports children with special educational needs and/or disabilities. It also supports children with English as an additional language. A maximum of 40 children aged from three to eight years may attend in any one session. Older children may also attend. There are currently 101 children on roll of which 83 are under eight years. Of these, 11 children are in the Early Years Foundation Stage, of which none are in receipt of funding for nursery education.

The sessions run from 3.00pm to 6.00pm five days a week, term-time only. It also operates in holiday times.

The club is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff. The manager holds a Level 3 qualification. Over half of the other staff hold at least Level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting at New Croft club is fully inclusive. Children of all abilities, including those with special educational needs and/or disabilities, are fully involved in the activities on offer and make excellent progress. Children of many different nationalities work and play alongside each other very happily. The experienced manager guides her staff extremely well, ensuring a strong sense of purpose and an outstanding capacity for continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- complete the priorities already identified in the setting's action plan.

The effectiveness of leadership and management of the early years provision

Leadership and management at the club are outstanding. The very efficient organisation of the club contributes greatly to the children's welfare and progress. The manager closely monitors the development of her staff and encourages them to aim high. They, in turn, are fully involved in the monitoring and the evaluation

of all aspects of the provision. The staff use this high quality planning to ensure excellent future improvement and have identified priorities for future development. They take significant responsibilities and leadership roles, which they are well trained for. Staff are very reflective and ambitious for the setting. They have very strong links with other early years providers in the locality and this ensures that they are consistent in seeking the best practice. The self-evaluation procedures lead to very precise and appropriate priorities for further improvement. The club frequently gathers the views of parents and carers and children and acts effectively upon them.

The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them. They have high levels of personal skill and experience in working with children with English as an additional language.

Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. They have very rigorous policies and procedures in place to monitor children's safety at all times. Children's welfare is at the heart of the setting's work. There are very robust and secure procedures for the administration of medication and the recording of accidents and injuries. Record keeping is of a high quality and staff make good use of modern technology in their safeguarding.

Parents and carers are very enthusiastic about the high levels of care their children are shown. They receive an excellent range of information about their children's progress on a regular basis. The information is attractively and clearly presented. The parents and carers feel that their opinions are listened to and acted upon. Links with other providers and the school are also excellent. This contributes to the smooth running of the club and helps to prepare the children extremely well for their future learning.

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

The manager and her staff are very skilled in observing children's development regularly and identifying the next steps in their learning. As a result, the quality and standards of the provision at this setting are excellent. The outcomes from observations are used excellently to plan for the needs of children of all abilities. There are excellent systems to track the progress of groups of children, as well as individuals. The information from this is used extremely well to identify any gaps in children's learning and to then quickly address them. The very good links with parents and carers and other providers means useful information on children's progress is freely shared and supports their successful relationships with the host school.

The club makes highly effective use of vibrant and exciting resources, including information and communication technology, to promote all areas of learning and to motivate children. Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves

and guide much of their own learning. The club encourages children to have a sense of adventure within a safe environment. Many of the activities, such as the outdoor water play, are skilfully planned to promote high levels of inquisitiveness and observation. These skills prepare children very well for their future learning. Visits and visitors make a very good contribution to children's learning. Adults skilfully question children and guide them in their learning.

Children feel very safe and learn how to handle tools, such as scissors and knives safely by practical application. They learn to recognise safe and unsafe situations and respond well to clear rules and guidance. They are involved in creating and improving rules for the club and for individual activities. The development of healthy lifestyles is outstanding. Children grow their own vegetables and participate in food preparation, such as wholesome pita breads. The staff encourage children to try food from many different cultures linked through a theme, such as the 2010 World Cup. Water is constantly available.

The secure and attractive outdoor areas make a very good contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run and jump and negotiate obstacles which help their physical and problem-solving development. These are well matched to children's different and increasing abilities. Children develop high self-esteem because they feel valued and cared for. They make an outstanding positive contribution through their involvement in charitable fund raising and the work recognising the many nationalities and languages represented amongst the children's families. They investigate different faiths and cultures through role play and other activities. There are attractive quiet areas where children can quietly relax and read.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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