

# Hardwick 3.15 Club

Inspection report for early years provision

---

|                                |               |
|--------------------------------|---------------|
| <b>Unique reference number</b> | 221642        |
| <b>Inspection date</b>         | 19/03/2012    |
| <b>Inspector</b>               | Janet Keeling |

|                         |  |
|-------------------------|--|
| <b>Setting address</b>  | The Community Room, Hardwick Primary School, Limes Road, Hardwick, Cambridge, CB23 7QR |
| <b>Telephone number</b> | 01954 210070 07787 910490  |
| <b>Email</b>            |  |
| <b>Type of setting</b>  | Childcare - Non-Domestic   |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Hardwick 3.15 Club opened in 1989 and re-registered in 1993. It is run by a voluntary management committee and operates from the Community Wing at Hardwick Primary School in the village of Hardwick, close to Cambridge. Children have access to an enclosed, outdoor play area and to the school playing fields. The club serves children and families from the local and surrounding areas.

A maximum of 24 children from three years to under eight years may attend the club at any one time. The club also provides care for children from eight to 11 years. There are currently 39 children on roll, of whom, nine are within the early years age group. The club opens Monday to Friday from 3.15pm to 6pm during school term time only. Children attend for a variety of sessions.

The club has procedures in place to support children with special educational needs and/or disabilities, and is able to support children who speak English as an additional language. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. Of these, two hold National Vocational Qualifications at level 3. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and share warm and friendly relationships with staff and their peers. They engage in a range of enjoyable and interesting activities which take account of their individual interests. Staff are caring, work well as a team and act as good role models. They strive to offer an inclusive and welcoming service where all children are valued and respected as individuals. Highly effective partnerships with parents and good links with teachers at the host school ensure children's needs are fully supported. The manager and staff are passionate about their work and demonstrate a positive commitment towards the sustained and continuous improvement of the club which is well placed to develop in the future.

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

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

- develop further the process of self-evaluation in order to identify the club's strengths and priorities for development that will improve the quality of the provision for all children
- develop further the outdoor learning environment in order to maximise children's learning opportunities.

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

Priority is given to safeguarding and protecting children. All staff have a good understanding of child protection procedures and know who to contact should they be concerned about a child in their care. Effective procedures for the recruitment and vetting of staff are in place, ensuring that children are cared for by suitable people. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Risk assessments and daily safety checks contribute to the environment being safe, secure and free from hazards. Written fire procedures are displayed and staff ensure that regular fire drills are completed. Children's welfare is promoted as staff hold up-to-date first aid certificates and have effective procedures in place should a child be involved in an accident while at the club. Staff make good use of the indoor space despite using a shared building where they have to set up and clear away at the start and end of every session. The environment is welcoming and promotes children's independence.

Staff are caring, work well as a team and act as good role models. They strive to offer an inclusive and welcoming environment where all children are valued and fully integrated into the club. Staff have a good understanding of their roles and responsibilities and have addressed the recommendation made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards the continuous improvement of the club. Staff are pro-active in seeking the views of parents and children through the use of regular questionnaires. However, systems for monitoring and evaluating the club's strengths and areas for improvement are still developing. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated. Consequently, children's care and well-being are further supported.

Highly effective partnerships with parents and carers have been firmly established. Staff warmly welcome parents, who clearly feel very comfortable within the club. Staff keep parents and carers fully informed about their child's day, ensuring that any information received from school is passed on to parents the same day. A parents' notice board ensures that parents and carers have access to information about the running of the club. For example, staff qualifications, their registration certificate and public liability insurance are all displayed. Parents are also able to access the club's policies and procedures at each session. Children benefit hugely from the warm and relaxed relationships that have been established between their parents and the staff. Parents speak very highly of the setting and commented that their children are happy, safe and enjoy a wide range of activities. They also said, 'staff are excellent, they are caring, supportive and flexible in meeting the needs of our children and families'. Staff have also developed good links with teachers at the host school, which ensures continuity of care for all children.

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

Children benefit from a welcoming environment and from the calm and relaxed atmosphere within the club. The environment is child-friendly and promotes children's independence. However, while children freely access a good range of stimulating indoor activities the range of outdoor play activities are more limited. The manager and staff acknowledge that the outdoor area could be further developed in order to maximise children's learning and play. Children have developed warm and trusting relationships with staff and are keen for them to join in with their activities. On admission to the club all required documentation is completed which records children's individual needs, ensuring that children are cared for according to their parents' wishes. All children are valued and treated with equal concern with any specific requirements being met sensitively through discussion with parents. Staff know the children very well, they observe and assess them as they play and use information gained to fully support each child's interests. During the inspection children said that they were happy at the club, enjoyed playing with their friends and that they had lots of fun.

On arrival at the club children receive a very warm welcome from staff. Children are familiar with the daily routine. They sign in, put away their coats and bags and chat eagerly to their friends and staff about their day's news. They are able to access a good range of resources and activities which have been put out in readiness for their arrival and also independently access toys and resources from the walk-in storage cupboard. Children are encouraged to follow their own interests and make decisions about their own play. For example, in the role play area, there is great excitement and laughter as a group of children design and build a den. They discuss ideas, share equipment and cooperate well as they play in harmony together. Another group of children enjoy a game of pool while others enjoy a game of table football. At the writing table children confidently use stencils, scissors and pens and practise their writing skills. Children enjoy board games and invite staff to join in. For example, there is great excitement as children and staff play a game of dominoes while another group enjoy the challenges of the 'guessing' game. Cooking activities are very popular with the children. They enjoy making rice crispy cakes and baking bread. They also help staff make cakes for the fundraising cake stall. Children also relish DVD nights where they enjoy watching a film and eating popcorn. Children thoroughly enjoy being in the fresh air. One group of children engage in a game of football while others play a game of rounders. They have opportunities to access the school trim trail equipment and enjoy visits to the community park where they enjoy playing on the fixed play equipment. Children have developed good friendships with their peers and are extremely supportive of each other as they play together. Children's knowledge of the world around them is enhanced through visits to the local church and pet store. The club also welcomes visitors from the wider community, such as the fire service and the guide dog association.

Children develop a good awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and support them as they engage in

regular emergency evacuation drills. Children have also completed an activity about understanding their own rights. For example, through discussion children wrote the following phrases. 'I have the right to feel safe', 'I have the right to be listened to' and 'I have the right not to be bullied'. Their behaviour in the club is good. Children are polite, have good manners and respond positively to staff. They develop confidence and self-esteem because staff give regular praise, encouragement and support. In addition, contributing to the club's rules helps children to take responsibility for their own behaviour, and as a result they show care and consideration for one another. Healthy eating is promoted successfully. Children engage in activities that promote healthy lifestyles. They enjoy physical play each day and also access a range of healthy foods at snack time. For example, they enjoy freshly buttered French bread, cucumber, tomatoes, carrot sticks and a variety of fresh fruit. Drinking water is also readily available to the children throughout the session ensuring they remain hydrated.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| 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  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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: | Met |
|---|-----|

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