

# Home From Home

Ross Street Community Centre, 75 Ross Street, CAMBRIDGE, CB1 3UZ

## Inspection date

Previous inspection date

24/10/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff develop warm relationships with children and children enjoy their time at the club.
- Sound safeguarding practices ensure children's safety.
- Children's behaviour is appropriately managed and they understand behavioural expectations of the club.

### It is not yet good because

- the requirement for staff qualifications is not met
- resources are not sufficiently utilised to fully support children's learning, both indoors and outdoors
- systems for self-evaluation not robust enough to identify all strengths and weaknesses
- information sharing and partnership working with all providers and schools is not fully established.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 all areas, including the outdoor environment.
- The inspector looked at a selection of children's records, evidence of suitability of staff working within the club and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector talked to the providers and gave feedback at the end of the inspection.

## Inspector

Emma Bright

## Full Report

### Information about the setting

Home from Home Out of School Club was re-registered in 2012 and is one of two privately owned settings. The club is located in Ross Street Community Centre in Cambridge, Cambridgeshire. Children have access to an enclosed outdoor play area. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club accepts children aged between four and 11 years. There are

currently 81 children on roll, of whom 11 are in the early years age range. Opening times are from 3.15pm to 6pm each weekday during school term times, and 9am to 6pm during all school holidays. The club employs seven staff members to work with the children, of these two hold an appropriate qualification, one at level 3 and one at level 2. Two members of staff are working towards qualifications. The club is a member of 4Children and receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that at least half of all staff hold a full and relevant level 2 qualification.

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

- maximise the use of the environment to support children's learning so that they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces
- use self-evaluation to take into account parents and children's views and use these to monitor, analyse and assess strengths and weaknesses to drive improvement
- develop further the arrangements for information sharing and partnership working with other providers and schools to enhance the level of support children receive.

### **Inspection judgements**

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

Staff have a sound understanding of how children learn and they generally find out about children's interests. Systems to plan for children's ongoing learning needs to ensure they make satisfactory progress in their learning are developing. Staff discuss children's interests with their parents on a daily basis. A suitably organised environment is provided where children can help themselves to some toys and resources to support their play. However, the range of resources is limited and staff do not always make full use of the learning environment to effectively support children's learning both indoors and outdoors.

Children enjoy art activities and have opportunities to explore different media and materials. For example, they create designs from beads and draw with chalks, giving meaning to their marks. Children sort objects into sequences according to colour and create complex structures involving cogs and wheels. Staff talk to them about what they

are doing and praise their efforts, which motivates and encourages children to be successful. Staff encourage children's communication skills through appropriate interaction and children confidently approach adults to ask for help when necessary. Children have access to a range of books and there is an adequate range of resources in place to help children gain awareness of the diverse society in which they live. Children have free access to the outdoor area throughout the session. They enjoy riding at speed on scooters, and boisterous games of football, and this helps children develop their physical skills.

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

Staff create a friendly environment, where children are appropriately cared for. Children develop a sense of belonging and have developed warm relationships with staff. They are encouraged to form relationships and attachments with others because staff use suitable strategies to manage children's behaviour. For example, they help children to share popular resources and take turns. This helps children to find solutions to problems or potential conflict. Staff find out about children's preferences by gathering information from parents and this helps children to settle easily.

Risk assessments and daily checks of the premises are carried out to ensure children are safe. Staff remind children to be careful and supervise them as they play. Children competently follow appropriate hygiene routines with minimal support and manage their personal needs with ease. They prepare their own snack and help themselves to drinks throughout the session. Children are encouraged to be responsible for essential tasks, such as clearing away after having their snack or tidying away resources and this promotes their confidence and self-esteem. Children walk from school daily and enjoy outdoor play so that they benefit from fresh air and exercise.

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

Appropriate recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Induction procedures ensure that new staff have a sound knowledge of their role. However, minimum requirements for staff qualifications are not met which means that not enough staff have appropriate qualifications, training, skills and knowledge. This is a breach of regulation. Staff ensure children are suitably safeguarded and they have attended training to update their knowledge. Clear procedures are in place in the event of any concerns about a child in their care. Risk assessments are carried out on a regular basis and staff are appropriately deployed to ensure that children are kept safe.

Professional development of staff is supported through regular supervisions and appraisals and this system is evolving. The providers are keen to improve their service and have begun to identify some areas for improvement. However, the system for self-evaluation has not been effectively established to ensure priorities for improvement have been fully identified. As a result, a requirement for the Early Years Foundation Stage framework has not been met. Staff have a satisfactory understanding of the learning and development

requirements and a key person system is in place to ensure children's needs are appropriately met. Partnerships with all providers and schools delivering the Early Years Foundation Stage have not been fully established to ensure that children have good transitions and consistent learning experiences. Staff demonstrate a sound understanding of the benefits of working with parents so that children's individual needs are met. They build good relationships with parents, who speak well of the staff and the provision.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Met**

### To meet the requirements of the Childcare Register the provider must:

- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Compulsory part of the Childcare Register).

### 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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

	registration.
Not Met	The provision has no children on roll. 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>	EY447470
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	797004
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	81
<b>Name of provider</b>	TJ Kids Community Interest Company
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07787425799

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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 that are usually their 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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