

Cedar Corner

Wells Hall Primary School, Wells Hall Road, Great Cornard, SUDBURY, Suffolk, CO10 0NH

Inspection date	30/10/2012
Previous inspection date	21/09/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Clear systems are in place to ensure that children learn how to keep healthy and fit as practitioners actively promote and support their understanding of healthy foods and the importance of exercise.
- Children's individual care needs are appropriately met because practitioners understand their needs, likes and dislikes.
- Children play and learn in an exciting and welcoming environment, where they are encouraged to make choices and decisions about their play. Practitioners encourage them to volunteer ideas and suggestions for future activities and topics.

It is not yet good because

- Effective planning and assessment is not implemented consistently to ensure sufficient challenge for all children and activities are not tailored to meet individual children's learning styles or to take into account their stages of development.
- The provision has yet to implement an effective key person system. This results in younger children lacking a consistent adult to form attachments with.
- The provider has not kept a record of staff qualifications on site.

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 resources and activities in the main playroom and garden.
- The inspector held discussions with all practitioners present and a representative from the management committee.
The inspector looked at a range of records and documentation, including children's details, proof of the setting's vetting procedures, accident and medication records, the daily attendance registers and written policies and procedures.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lynn Hughes

Full Report

Information about the setting

The Cedars at Wells Hall was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of Wells Hall Primary School in Great Cornard, Suffolk, and is managed by Cedars at Wells Hall Ltd. The out-of-school provision serves the local area. It

is accessible to all children, and there is a fully enclosed area available for outdoor play.

The out-of-school provision employs 14 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and 3. The provision opens Mondays to Fridays from 3.15pm to 6pm during term time and from 8am to 6pm during some school holidays. Children attend for a variety of sessions. There are currently 91 children on roll, five of whom are within the early years age group.

What the setting needs to do to improve further

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

- make sure that each child is motivated and engaged in their learning by implementing a key person system to ensure that activities are tailored to meet their individual learning needs
- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stages of development of each child through effective observations and assessments
- ensure that all records, including information about staff qualifications, are easily accessible and available for inspection at all times.

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

- improve the use of self-evaluation to effectively identify and prioritise areas for improvement.

Inspection judgements

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

Practitioners demonstrate some knowledge of the learning and development requirements of the Early Years Foundation Stage. The early years teaching staff within the school share information with the practitioners of the out-of-school facility about the range of topics and activities they have planned for children in this age group. Practitioners then plan a craft or appropriate activity to complement or extend this learning. There is however, no clear planning in place to meet children's individual learning needs. Practitioners do not currently observe children's play and use their observations effectively to identify children's next steps in learning.

Children are encouraged to make free choices about their play and learning as well as

having some opportunities to participate in planned, adult-led activities. For example, children initiate play with a box of dolls, clothes and accessories. They are supported by practitioners who sit with them, help them to choose clothes for the dolls, brush their hair and talk about where they are going in the game. Children enjoyed preparing and designing a face for their Halloween pumpkin. Practitioners cut the face design out for them, using appropriate tools, and children took them home to use as lanterns. While playing outdoors, children decided they would like to draw with chalks. Practitioners provided the materials and drew pictures on the paving slabs with them. A colourful flower, house and girl were achieved and practitioners took delight in enthusiastically praising children's artistic achievements. A selection of collage, pens and glue resources enabled children to create Halloween pictures. Some children created their own bats and skeletons using dried pasta and spaghetti, while others coloured in the pre-cut Halloween shapes.

Practitioners use some skilled questioning to encourage children to think about and understand their learning. They listen attentively to children's discussions and create opportunities for all children to 'have a voice' at snack time and meal times. Children have some opportunities to explore nature and the living world through planned and free choice experiences. For example, they plant and grow produce, dig for worms and look at the natural world in the extensive field and other areas of the school.

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

There is currently no key person system in place which means that activities are not tailored to meet every child's care and learning needs. While all practitioners are familiar adults who may work with the children during the school day, the lack of an effective key person system means that young children do not have a secure base from which to explore, learn and progress. However, children do form relationships with adults with other children. They enjoy each other's company in a calm and relaxed atmosphere, created by practitioners setting clear guidelines on behaviour.

Children are provided with opportunities to develop self-care skills as they independently access toilets and hand-washing facilities. They understand the importance of hand-washing, but sometimes need reminding to carry out this practice when rushing to return to play. Children pour their own drinks and have some opportunities to develop independence through cooking activities or when preparing snacks and meals. They enjoy a range of cooked lunches and mid-session snacks during full holiday scheme sessions. A three-weekly menu is available for parents and children to view, and alternative foods are provided for children who have allergies or special dietary requirements.

Children clearly understand what is expected of them as practitioners remind them about being kind to each other, saying sorry if they have upset other children and taking turns to use the resources. They understand that their time is limited when playing on the computer or with the games console and finish their games when asked. Children are confident and comfortable within the provision. They freely access the toys and play resources available to them and enjoy the interaction they receive from the adults caring for them.

Easy access to the enclosed garden ensures that children have regular exercise and fresh air. They enjoy playing outdoors with a range of play equipment. Groups of children also make use of the extensive school grounds when, supported by practitioners, they take balls or hoops and play on the large field.

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

The providers demonstrate a secure understanding of their responsibilities with regards to protecting children. Clear written policies are in place to ensure that all practitioners and parents are aware of the safeguarding procedures to be used. The designated person has completed appropriate training and cascades information about the referral processes to other practitioners during team meetings and in-house training events. All adults working within the provision hold current Criminal Record Disclosures and proof of this clearance is held on file. Children play in a well-organised and welcoming environment, which is checked for safety before their arrival each day. The provider's record of staff qualifications was not available on site.

The out-of-school and holiday scheme is managed by a management committee, which consists of the head of the primary school on whose site it is situated and a number of key staff and governors within the school. The management committee employs teaching assistants and midday assistants who work in the primary school to run the day-to-day out of school provision. This ensures that children see familiar faces and are cared for by people who know them. The head teacher and head of the early years unit in the school are very closely linked with the provision and oversee all policies and practices. The management structure and staff team are stable; however, practitioners choose which days and sessions they want to work on a weekly basis. This can result in children seeing different practitioners every day and can impact on the amount of consistency staff can offer or achieve. The management team has identified that this has implications on the smooth running of the setting and are considering appointing a day-to-day manager. This position will provide the setting with a consistent adult who will be able to effectively implement the Early Years Foundation Stage requirements. Practitioners communicate effectively and share information with each other about what has happened each session through a communications book. There are some systems in place for management, practitioners, parents and children to be actively involved in the self-evaluation process. However, self-evaluation is not being used effectively to identify weaknesses or to review practice.

All parents of the children attending are known to practitioners as they are parents at the school. They are provided with written information about the out-of-school provision and are able to access policies and procedures which detail how the setting operates. Practitioners make limited use of observations to identify children's next steps in learning and provide few opportunities for parents to play an active role in their children's play and learning at the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY405329
Local authority	Suffolk
Inspection number	875265
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	91
Name of provider	The Cedars at Well Hall Ltd
Date of previous inspection	21/09/2010
Telephone number	01787373489

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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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