

# Home From Home

Abbey Meadows School, Galfrid Road, CAMBRIDGE, CB5 8ND

## Inspection date

Previous inspection date

06/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have good knowledge of how children learn, and they interact effectively with children to help them think and demonstrate what they know.
- Children have warm and friendly relationships with staff and they thoroughly enjoy their time at the club.
- Children's behaviour is very good and they understand the expectations of club which ensures they play happily together.
- Information sharing and partnership working with the school is good so that children's individual needs are known and well met.

### It is not yet outstanding because

- The environment is not sufficiently utilised to fully support children's learning so that they can be truly independent in the choices they make.
- Self-evaluation does not fully include children in order for them to be part of the decision making process or to take an active role in driving improvement.

## 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 policies, the accident records and the attendance register.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector talked to the manager 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 registered in 2012 and is one of two privately owned settings. The club is located in the school hall of Abbey Meadows School 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 12 children on roll, three of whom are in the early years age range. Opening times are from 3.15pm to 6pm each weekday during school term times.

The club employs two staff to work with the children, of these one holds an appropriate qualification at level 3 and one is currently working towards a qualification at level 3. The club is a member of 4Children and receives support from the local authority.

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

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

- develop the use of the environment to further support children's learning so that they can truly make choices about their play
- build on self-evaluation by extending how the views of children are gathered and encouraging them to take an active role in the decision making in order to identify areas for further improvement.

### **Inspection judgements**

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

Children enjoy their time at the club, settling quickly to the activities available and chatting to their friends. Staff have a good understanding of how children learn and put this effectively into practice. This ensures that children enjoy challenging activities and have lots of opportunities for play. Staff find out about children's interests and talk to parents on a daily basis about their child's achievements. This enables them to plan effectively for children's ongoing learning needs. Simple 'Learning Journeys' record children's progress and this enables staff to ensure that they make good progress in their learning.

Children readily choose to play outdoors and enjoy games of 'Simon Says', listening carefully to the instructions. They run around with the football and enjoy chasing each other, which helps children to develop their physical skills. Staff encourage children's communication skills through effective interaction, asking questions to help them think critically. They enjoy simple card games where they recognise numerals and competently work out who has the highest number. Children help themselves to some toys and resources to support their play and a few club notices help children to feel at home. However, staff do not always make full use of the environment so children can access all resources. In addition, there is scope for developing the environment to ensure children feel a greater sense of ownership, belonging and independence.

Children have opportunities to explore different media and materials. For example, they enjoy creating Christmas decorations to take home and hang on their tree. Children have formed firm friendships with one another and clearly enjoy one another's company. They have fun pretending to be 'wiggly worms', slithering along on their tummies and giggling together. Staff talk to children about what they are doing and listen to their ideas and opinions with interest. This means children are confident in sharing their thoughts because staff praise their efforts, which encourages children to be successful.

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

Each child has a key person which ensures that children are well supported and easily make the transition to the club after school. Warm relationships with staff create a friendly and inclusive atmosphere in the club where everyone is welcome. Staff manage children's behaviour very well. They take time to listen to children, helping them to share popular resources and take turns. In addition, children help to devise the club's rules, therefore, they know what the expectations are for acceptable behaviour. Staff find out about children's preferences by gathering information from parents. Regular conversations with parents ensure that children's needs are effectively met.

The play environment offers opportunities for children to be active or to relax with quieter activities and chat with their friends after their school day. 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.

Staff are deployed well to ensure children's safety. For example, they make use of two-way radios to call for help if necessary when they are outdoors. Staff remind children of any dangers and supervise them carefully as they play. Risk assessments and daily checks of the premises are carried out to ensure children are safe. In addition, routines, such as, the fire drill, promote children's safety well.

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

Leadership and management are good because there is a clear commitment to providing high quality provision for the children who attend the club. Robust recruitment, induction and vetting procedures are in place to ensure that all staff are suitable for their role. There is an effective appraisal and performance management system that supports staff. The management team are keen to improve their service and have begun to identify some areas for improvement. However, self-evaluation does not effectively include children so that they can contribute to decisions about improvements for their club.

Staff ensure children are effectively safeguarded and they have attended training to update their knowledge. They are very clear about the procedures to put in place in the event of any concerns about a child in their care. Staff have a good understanding of the learning and development requirements which ensure children's needs are effectively met. Good partnerships with the school means staff have a view of children's all round development. This enables staff to support children's needs and prepare them for transition between school and the club. Staff demonstrate a good understanding of the benefits of working with parents so that children's individual needs are met. Parents offer high praise for staff at the club. They value the supportive relationships and report that their children enjoy their time and are more confident as a result of their time in the club.

### 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

<b>Unique reference number</b>	EY446809
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	802343
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	12
<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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