

Fun Pack @ Babraham

Babraham C of E Primary School, High Street, Babraham, CAMBRIDGE, CB22 3AG

Inspection date	05/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 Not Applicable
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners value children's ideas and opinions highly and empower them to contribute fully to the planning of activities and routines. Consequently, children show exceptional levels of confidence and independence.
- Parents are fully involved in the club activities and have excellent opportunities to contribute their ideas and opinions. As a result, the provision is carefully tailored to ensure all children make the best possible progress.
- Excellent partnerships with the children's schools ensure there is a carefully coordinated approach to children's care, learning and development.
- The managers and practitioners are enormously enthusiastic and have high aspirations for the club. They work exceptionally well together to create a warm and stimulating learning environment where children thrive.
- Resources and activities are carefully chosen to support each child's individual interests and preferences. Therefore, children have a thoroughly enjoyable time in this extremely well-managed club.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with children and practitioners at convenient times.
- The inspector observed the children and their interactions with practitioners, both indoors and outdoors.
- A range of documentation was checked, including policies and procedures, accident and medication forms, children's learning records and personnel files.
- The inspector took into account the views of parents and children through questionnaires and testimonials.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Fun Pack holiday playscheme has been part of the Babraham Nursery since 1990. In 2012 it moved into new premises at the Babraham Primary School, Babraham, Cambridgeshire. The club is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register and is managed by the Babraham Institute, as a non-profit making organisation.

Children have use of part of the school, including the school hall, one classroom and the outdoor play areas. Opening times are 8.30am until 6pm, Monday to Thursday, and 8.30am until 5.30pm on Fridays. Sessions run during all school holidays, with the exception of one week at Christmas and public holidays. There are currently 125 children on roll, of these, 14 are within the early years age range. Children come from a wide area and attend for a variety of sessions. There is a small number of children on roll who have English as an additional language.

The club employs eight members of staff, all of whom hold early years or playwork qualifications to at least level 3. The manager and one other member of staff hold Early Years Professional Status. The club is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- enrich the outdoor play environment further by enhancing the organisation of the plentiful resources to fully maximise on children's play choices.

Inspection judgements

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

Practitioners have high expectations of children's abilities, which means they are highly motivated and eager to learn. Clear planning is led by the children and is, consequently, firmly based on their individual interests and abilities. Key persons know the children very well and talk knowledgeably about children's progress and development. Parents, teachers and children all contribute to giving their views about children's learning at the beginning of each play scheme, and this ensures practitioners have a full and up-to-date understanding of each child's current interests and their stage of development. Resources and activities are then carefully tailored to ensure children make the most of their time at the setting and can achieve at a high level. Observations of children's learning experiences

are expertly analysed after each period of attendance to ensure children reach, and sometimes exceed, their expected levels of development and this results in children making outstanding progress in all areas.

Children thoroughly enjoy the well-planned activities and learn new skills, such as sewing, with great enthusiasm. They make excellent use of the rich and varied resources to follow their own interests and enhance their own learning experiences. Practitioners ably help children to make links in their learning during everyday activities. For example, as children make a puzzle about Roman times, adults encourage them to remember what they have been taught in school and describe how Romans lived. Some younger children spontaneously read out loud the lettering on the puzzle, leading to admiring praise from their key person. Extensive resources that enable children to develop their early writing skills are expertly deployed to attract their attention. For example, children make purposeful use of clip boards and pencils to devise a menu for their make-believe cafeteria and write out the clues for the treasure hunt. A quiet and comfortable book area encourages children to share books with adults and each other, or to sit quietly and chat with friends. All this ensures their communication and language are developed to an extremely high level, as they engage readily with other adults and happily talk about their activities and routines. Children cooperate extremely well as they help each other to prepare maps and clues for a treasure hunt. They show an extremely strong understanding of map making and skilfully draw the shapes they need to find.

Skilful adults provide exemplary support when children tackle difficult tasks, for example, they offer to hold a newly constructed model as children attempt to tighten up nuts and bolts with a spanner. This enables children to achieve their chosen aims and, therefore, develop confidence and high self-esteem. This supports children extremely well as they move towards their new challenges in school. Children enjoy many visitors, which extends their knowledge of the wider world. They have examined exotic insects and reptiles and learnt about the habits of giant rabbits. A clown introduced them to juggling and circus skills. Regular football workshops enthuse sports loving children and help them to develop their physical coordination. Practitioners have a high regard for children's varied languages and lifestyles and teach them about each other's home experiences. Children display their own photographs and artwork and take part in relevant festivals and events. Story books, labels and posters all contribute to children's understanding of their own differences and similarities. Interactive talking postcards offer children a novel and exciting way to share their personal words and consolidate their confidence in spoken English.

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

Children enjoy excellent relationships with practitioners and each other. They are extremely independent and self-reliant and happily select their own activities and resources from the well-chosen and extensive range. They decide on the rules for good behaviour and follow them rigorously, remembering social niceties, such as saying 'please' and 'thank you', and show exemplary respect and tolerance for each other. Practitioners support children to make responsible decisions about their play, for example, they have produced their own policies on the use of hand-held computerised games to ensure fair

usage. Many children at the club have previously attended the nursery and some go to the host school. Therefore, they are well acquainted with their key person, other adults and each other. They delightedly renew their friendships each holiday, but show an equally warm welcome to children attending for the first time. Practitioners encourage buddying and mentoring to help children quickly build their relationships and, consequently, friendships are strong across the age range. Parents, teachers and children complete 'all about me' information sheet prior to the start of each play scheme and this helps to ensure staff have a clear understanding of each child's individual care and learning needs. Consequently, all children make a smooth transition into the club and develop confident, positive attitudes towards future transitions.

Practitioners support children ably as they decide on the possible risks within their play environment. For example, children make their own rules, and show ample common sense, as they use needles for sewing or scissors for cutting in safe and positive ways. Children make excellent food choices, for instance, they help to develop the snack menus and decide upon which cakes or biscuits they will make for tea. Snacks are available throughout the day and children show a very good understanding of how to keep healthy as they independently access drinks frequently. Children benefit from excellent opportunities to play outdoors and thoroughly enjoy the ample space. They say they really like to play on the tractor and sit under the trees at the end of the play area. A challenging 'trim trail' enables children to develop confidence in their physical abilities as they effectively learn to manage risks as they balance, jump and climb across the equipment. Practitioners share children's enthusiasm and join-in with ball games and treasure hunts. As a result, children have very positive attitudes towards healthy outdoor activity regardless of the weather. Children make admirable use of the resources outdoors, but there is room to further enhance the organisation of these in order to maximise on and enhance their play choices.

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

The manager and her highly effective team provide an outstanding educational programme that is superbly tailored to meet the individual needs of every child who attends. Practitioners are skilled and very well-trained in meeting the needs of school-age children. This means they understand them extremely well and ensure the equipment and the environment are adapted to complement the abilities of the children. The move from the nursery into the nearby school has been very well managed to ensure children make their transition with enthusiasm and pleasure. Consequently, children play happily and confidently in the new, larger premises.

The manager and playwork leaders constantly monitor the provision to ensure teaching and learning remains highly effective. Practitioners benefit from a robust training and improvement programme, which gives them excellent opportunities to increase their qualifications and develop their own skills and interests. The manager and playwork leaders provide solid support through mentoring and supervision. As a result, all staff are highly trained and exceedingly competent to ensure children receive the best possible

support. Self-evaluation is precise and extremely well targeted. Children, parents and practitioners all contribute to the evaluation of the provision to ensure the very high standards are constantly maintained. Safeguarding is given the highest priority, with particularly extensive vetting procedures to ensure any adults working with the children are safe and suitable to do so. All staff attend regular child protection training so they have a secure understanding of safeguarding issues. Clear procedures inform practitioners of their responsibilities to keep children safe from harm.

Practitioners strive to satisfy parents' requests and implement many of their ideas, for example, children recently enjoyed a visit from a clown at the suggestion of parents. Newsletters, a well-developed website and regular communication with practitioners mean parents are very well informed about the club. An established parents' committee gives them excellent opportunities to contribute their ideas and be a driving force in the setting. Parents' written comments show they are delighted with the club and are certain their children are safe and well-cared for. Close working partnerships with the feeder schools help to ensure children's learning and development needs are complemented and supported extremely well. The club has well-established partnerships with other agencies that provide support and guidance to meet the needs of children with special educational needs and/or disabilities.

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 action. 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	EY455038
Local authority	Cambridgeshire
Inspection number	887163
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	125
Name of provider	The Babraham Institute
Date of previous inspection	not applicable
Telephone number	01223 832322

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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, which are usually the childminder's 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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