

Hardwick Blue School 3.15 Club

Hardwick Community Primary School, Blue School Site, East Gate, Great Cambourne, CAMBRIDGE, CB23 6DZ

Inspection date

Previous inspection date

15/07/2013

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

- Children develop communication skills and learn to speak and listen effectively through the varied activities they enjoy. Practitioners support their language development effectively as they interact playfully with them.
- Children enjoy a varied range of fun-based activities, which supplement their learning at school and offer them a relaxing, informal after school experience at this welcoming, nurturing club.
- The friendly, child-focussed practitioners are good role models and children follow their lead. Children are happy and involved in their play and warm, caring relationships exist with practitioners and other children.
- Positive links with parents and schools means children are offered a consistent experience between home, school and the club.

It is not yet outstanding because

- Children's unwanted behaviour is not always managed consistently by all practitioners, which means sometimes children do not securely understand the boundaries in place.
- Preparation of the room is not complete as children arrive, which does not demonstrate to children that their arrival is expected and they are not always able to make free choices in their play as they enter.

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 observed activities in the main playroom and carried out a joint observation with the manager of a guessing game activity.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons during the inspection.
- The inspector looked at children's records, planning, evidence of suitability of practitioners working within the club, the provider's self-evaluation evidence and a range of other documentation.
- The inspector took account of the views of three parents spoken to on the day as well as information included in the club's parent survey.

Inspector

Deborah Hunt

Full Report

Information about the setting

Hardwick Blue School 3.15 Club was registered in 2013 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is situated within the Blue School in Great Cambourne, Cambridgeshire. The club is committee run and operates as a registered charity. Children attend from the Blue School and the Jeavons Wood School. The club is accessible to all children, has use of the school hall and there is an enclosed outdoor play area.

The club employs four members of childcare staff, all of whom are qualified and one holds an appropriate qualification at level 6. The club opens Monday to Friday of each week from 8am until 8.50am and from 3.15pm until 6pm during, term times only. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The club provides funded early education places for four-year-old children. The club receives support from the local authority and is undertaking the local authority quality assurance scheme.

What the setting needs to do to improve further

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

- develop the consistency of guidance offered to children to help them understand what is acceptable behaviour and feel valued as individuals and as a group
- consider how to offer children a highly stimulating environment on arrival at the club to promote their choice of play immediately and engage their interest.

Inspection judgements

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

Practitioners have a clear understanding of children's interests and developmental starting points when they join the club as parents complete an 'All about me' booklet. This information is supplemented by discussions with parents and their children to enable practitioners to follow children's interests through the provision they offer. Practitioners monitor children's ongoing progress through the observations they complete. The small team each observe children and contribute to planning. This reflects children's changing needs and is flexible to enable them to direct their own play and respond to spontaneous events. For example, one day a child came in with a consent slip from their parent to go to their school fair. The manager found out about the fair through a telephone call, contacted the parents of other children present and they all walked across the road and

had fun at the fair. This offers children exciting and unexpected events, which make time spent at the club interesting and varied. The wide range of purposeful and developmentally appropriate activities provided support them in their learning at school.

The club operates from the school hall. Practitioners set out tables and activities for children each day. However, this is not routinely achieved in time for children's arrival. As a result, children do not always quickly engage in play and free choice is not consistently available to support their interests. They sit down to eat snack on arrival, enjoying the informal, relaxed conversations that take place. They share details of their school day with one another and talk about what they did at the weekend. Practitioners encourage children to recall the treat they had the previous Friday after school, when they had an ice cream and discuss the holidays children are going on. Children move around the hall freely after eating, choosing what to play with and following their own interests. They become involved in turn-taking games and enjoy a variety of table top games and puzzles that support their mathematical skills. Practitioners join them in their play, supporting their language development effectively and offering them praise as they remember new words, such as, 'cocoon' and 'chrysalis'. They encourage children to participate and share as they guess the character or animal name on the card of the head band they wear. They have a great deal of fun during this activity and their interest is sustained for some time, with laughter and good humour seen throughout. Activities such as, these, help children's social skills develop well and motivates them to sustain their play.

The soft seating area on the floor is very well used by children throughout the session. They enjoy reading, both with a practitioner and independently from the selection of good quality books available to them. This supports children as they develop an interest in reading and make progress in their early literacy skills. A practitioner joins children as they play in this area, supporting their language and making timely suggestions to extend and develop their games. For example, children use the toy cars and trucks and become frustrated and competitive with one another. The practitioner suggests they take them into the 'cave garden' at the rear of the room and race the cars, which they do happily. Together, children and practitioners have discussed the use of the room and decided that they needed a dedicated space for active play and another quieter area. The 'cave garden' is the name children chose for the active area. Boys particularly enjoy using this space for physical play as it allows them to use their energy and explore different ways of making the cars move. Practitioners engage readily in relaxed and frequent conversations with children. Children respond happily as they chat about their experiences and what they have learned at school. This information is used, together with practitioner's observations, to plan activities which complement children's learning at school. Children feel valued as they are involved in the planning process.

During the after school club children take part in art and craft activities and enjoy exploring the use of different media as they create masks. They help themselves to a broad range of resources that support their creativity and enable them to express themselves. They have active imaginations and enjoy using a range of dressing-up clothes and role-play resources. For example, a child dresses up in a furry cat costume and engages well with a practitioner as they pretend she is going to work and cannot find the cat. The child and practitioner have fun as they use the available space in the room to act out the scenario the child creates. Parents are closely involved in children's learning as

practitioners share detailed information with them daily to relay any concerns or celebrate achievements.

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

Children receive a warm welcome when they arrive at the club and it is clear that practitioners know them well. Each child is allocated a member of staff who helps them settle in. However, as the club is small, all children know each practitioner well. The key person system enables these younger children to feel secure and develop trusting relationships as they enjoy fun-based activities with sensitive, caring practitioners. Children's progress is closely monitored and practitioners maintain suitable records to support their well-being. For example, information from parents about children's allergies and specific dietary requirements ensures foods provided meet individual children's needs. This also helps to support transitions between the home and the club.

Children develop positive relationships with practitioners and each other and help with tidying after eating their snack, demonstrating a growing sense of responsibility. They show care and concern for one another as they watch a practitioner search for a fresh plaster for a cut on a child's foot. Much discussion ensues about why people wear plasters and others do not. The practitioner offers them clear explanations to support their understanding that it may not be needed for the wound but may protect them from infection or germs or offer added comfort. Such explanations guide children's growing understanding of how to remain healthy and protect themselves.

The club has a lively, relaxed and informal atmosphere, and children use the available space well. They often choose to take their play outdoors, although on the day of inspection, it is so hot that they quickly come back in again. Children, generally, behave well for their young ages and respond effectively to reminders from practitioners about the club rules they have set. For example, children strive to 'be kind to each other', 'treat others as (they) would like to be treated' and 'only run inside in the cave garden' part of the room. However, unwanted behaviours are not always consistently handled by some practitioners. This does not always help some children learn to manage difficult feelings as effectively as others. Children relax as they chat to practitioners during activities and learn through encouragement and praise. Consequently, children collaborate well with one another and develop skills for the future.

Children develop a good understanding of the importance of staying healthy and safe. They enjoy a range of physical exercise both indoors and outdoors as they dance and sing, run and jump and use the parachute. They enjoy balancing, climbing and running around in the outdoor area and take part in gardening activities. They grow cress, roses and herbs. This provides them with fun based play as they measure the sunflowers to see whose has grown the most and develop their senses as they smell the different herbs. Through the healthy and varied snacks they enjoy they learn about foods which are good for them and experience new tastes. This supports them to stay fit and healthy.

The club operates within the well-maintained school premises. Practitioners carry out a check of all areas used before children arrive and risk assessment procedures help to

identify and minimise risks and protect children from hazards. Outings are separately assessed prior to the event taking place. All practitioners hold current paediatric and adult first aid certificates and carefully considered procedures are in place for dealing with accidents and administering medication. Children learn to keep themselves safe as practitioners encourage them to think about risk. For example, children are reminded to drink plenty of water as they go outside to play in the sun and practitioners talk to them about hats, sun cream and sun safety measures. They use the larger equipment in the adjacent play area, which offers them greater challenge and encourages them to experiment and explore. Practitioners give children notice of tidy away time and changes to the routine of the session and this helps them feel prepared and willing to help with putting resources away.

Practitioners work in partnership with the two local schools and have regular discussions with teachers in support of helping children achieve a smooth transition to the setting.

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

The club manager runs the provision effectively and has worked hard with the team to make a good start to the way the club works. Together, they are developing measures to ensure the club offers children a high quality, friendly and enjoyable experience. Comprehensive systems are in place for monitoring and supporting each practitioners training and a proactive approach is taken to individual professional development, as well as what the club needs. The manager is fully aware of their responsibility in meeting the welfare and safeguarding requirements. Recruitment and induction procedures are thorough and this ensures that all practitioners are suitable and know and understand the policies and procedures. Annual appraisals identify training needs, and supervision enables practitioners to discuss any concerns or issues.

The manager places a high priority on children's safety and ensures that ratios are maintained at all times. All practitioners have received Level one child protection training and the manager has completed designated persons training. This means all of the team have a good awareness of their responsibilities to safeguard children and the procedures to follow should they have any concerns about children in their care.

The manager and each of the staff team work closely together to reflect on the quality of the provision and the educational programme. Regular team meetings are held, where good practice is shared, to ensure that knowledge remains current and practice is regularly reviewed so children make good progress. Comprehensive action plans identify areas for improvement and the team demonstrate a strong commitment to continuous improvement. Parents complete questionnaires to share their views about the club. The manager is introducing many new measures to further improve the quality of the provision and ownership of the club by the children attending. For example, in September, a Children's Council will be set up which will offer children the chance to decide on new resources.

Practitioners work in partnership with the two local schools and this ensures that the club

works alongside the school to meet the learning and development needs of all children in the Early Years Foundation Stage. Staff offer verbal feedback to parents and provide a range of useful communication, such as, newsletters, notice boards and a website. Parents are complimentary about the club and appreciate the range of activities their children have to choose from and the flexibility of the service provided.

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	EY456032
Local authority	Cambridgeshire
Inspection number	901752
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	28
Name of provider	Hardwick 3.15 Club Committee
Date of previous inspection	not applicable
Telephone number	07787910490

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

