

# Mad Hatters Wrap Around Care

Histon & Impington Infant School, New School Road, Histon, CAMBRIDGE, CB24 9LL

## Inspection date

12/12/2013

Previous inspection date

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's ideas and opinions are positively sought by staff and they take an active role in the running of their club. As a result, they are enthusiastic and their self-esteem is high.
- Staff give a high priority to children's safety; they are constantly vigilant to keep children safe and demonstrate a comprehensive understanding of safeguarding policies and procedures.
- Close partnerships with parents, carers and the school helps to ensure effective continuity of care and learning for all children.
- Children's creativity is inspired by the vast range of stimulating art and craft materials.

### It is not yet outstanding because

- Although toys and resources are plentiful, they are not stored as effectively as possible, to further enhance children's independent choices.
- The outdoor play space does not offer children the same complete learning environment in winter as it does in summer.

## 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 the children at play and their interactions with the staff.
- The inspector looked at areas of the premises used by children, including the outdoor environment.
- The inspector looked at various documents, including children's assessment records, staff suitability checks and policies and procedures.
- The inspector spoke to a number of parents during the inspection to take account of their views on the quality of the provision.

## Inspector

Veronica Sharpe

## Full report

### Information about the setting

Mad Hatters Wrap Around Care was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a classroom at the Histon and Impington Infant School, Cambridgeshire and is privately owned. There is an enclosed area available for outdoor play. The club has a total of 60 children on roll, of these, 14 are within the early years age range. The club supports a number of children with special educational needs and/or disabilities.

There are five members of childcare staff including the manager. Three of these hold appropriate childcare qualifications at level 2 and 3. The club opens Monday to Friday all year round. Sessions are from 7.45am until 9am and 3pm until 6pm during term time and 8am until 6pm during all school holidays except for one week at Christmas.

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

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

- enhance the storage of toys and resources so children can even more easily find the things they need to independently support and extend their play
- enhance learning opportunities in the outdoor area further during the dark winter months.

### Inspection judgements

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

Children clearly enjoy coming to this friendly, lively club and make good progress in their learning and development. Staff demonstrate good teaching skills as they involve themselves in the children's activities and effectively support their learning. They observe the children as they play and assess their achievements to help them to make good progress. A daily planner shows children and staff what has been achieved and is used to decide what will be offered tomorrow. As a result, activities continue to offer appropriate challenge. Children play a key role in deciding their own play opportunities, and this means activities and routines effectively support their individual learning needs. However, although children benefit from a well-resourced environment, not all toys and equipment are easy to locate. This is because storage is sometimes haphazard. Similar resources are not always stored together, and in some cases, shelves and boxes are overfilled. As a result, on occasion, children are not easily able to find what they need to extend their play. Staff talk to parents frequently about children's activities and interests at home, and

make suggestions so parents can extend learning. This helps to promote continuity of learning.

Children have excellent opportunities to develop their creativity through self-chosen arts and crafts. A broad range of interesting craft materials are easily accessible, enabling children to skilfully design and make their own creations. Some are proud to show off their delightful Christmas hats, others decide to make Advent calendars with collage materials. Staff encourage children to explore new materials, such as lametta and tinsel pieces, and help them consider how to measure their hats. Displays of paintings, drawings and stories enhance children's self-esteem and show they have well developed imaginations. Children have ample opportunities to practise their writing skills and use their skills in practical ways. For instance, children write out their designs for Advent calendars before attempting to make them. Children enjoy choosing books from a well-stocked library area. This includes books for information, so children can satisfy their curiosity about other countries, or the solar system.

Staff help children develop their use of numbers by encouraging them to take part in board games. Additionally, they sit with the children to play cards, and count the cards out as they deal them. The club laptop, camera and compact disc player are well used to support children's skills in technology. Children take part in community events, and raise money for children in need. They learn that recycling is good for the environment. Consequently, they show a good understanding of social responsibility and develop the skills they need for their future lives. Staff teach children about other lifestyles and cultures to support their understanding of the world. Posters and photographs reflect children's diverse family backgrounds to promote inclusion and respect. Children who have special educational needs and/or disabilities make good progress because they are appropriately supported by knowledgeable staff and one-to-one help where necessary.

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

Children have clear attachments to staff and enjoy involving them in their play, for example, they play card games together. Young children have their own key person who is responsible for their individual care and building relationships with parents. As a result, children are confident and feel secure in the club. Parents are asked to complete an 'all about me' form when their children first start, which enables staff to plan for their needs from the outset. Staff deliver and collect the children from their classrooms each day and exchange information with teachers. This helps to effectively support children's transitions between settings and promote continuity of care and learning. Children discuss and agree the rules to be followed in the club. These are displayed to ensure everyone has consistent expectations. As a result, children manage their own behaviour well. They share out resources fairly and negotiate turn taking independently, which supports them well as they prepare for their future learning experiences. Overall, the club has a harmonious atmosphere where children feel at home.

Snacks offered to children are appropriately healthy, such as, fruit, vegetables, sandwiches and wraps. Children sit together sociably to eat and do their own food preparation, which develops their independence well. They learn more about healthy

eating through games and activities, and grow some plants in their garden. Children show they feel safe in the setting due to the trusting relationships with staff. They know how to keep themselves safe because they regularly talk about safety issues, such as staying within their boundaries on the school playground. Staff and children practise the fire drill and hear the school fire alarm so they can recognise if there is a real emergency. Children use the school playground for active play to promote their physical health and well-being and explore the wider school grounds. For most of the year they enjoy an additional area, where they explore activities, such as a mud kitchen and den making. Bird feeders and an insect house help them learn about the natural world. However, during the darker evenings, children have fewer opportunities to make best use of either of these areas, for example, by using torches, lamps or other light toys.

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

Children are safeguarded well because staff fully understand their responsibilities to keep children safe. All permanent members of staff attend safeguarding training and demonstrate a clear knowledge of the local safeguarding procedures. Recruitment procedures are robust and ensure that all adults working with the children are safe and suitable to do so. Staff supervise the children sensitively as they play. They ensure children are safe, but recognise their need to play freely as appropriate for their stage of development. Children learn about risks because they take an active part in risk assessments. They appraise their toys and new activities and write out the possible dangers and solutions. This gives them a firm understanding of their personal safety. Documentation required to ensure the safe management of the setting is appropriately kept and easily accessible.

Performance management procedures, such as regular individual supervision meetings and appraisals, help to support staff and identify training needs. As a result, teaching skills are strong and staff are enthusiastic about their work. They work effectively as a team to support the children as they play and learn. This leads to good quality provision for all children. The manager effectively monitors the educational provision in partnership with staff and the school. Early years children each have their own learning records, and these are reviewed and evaluated to help ensure activities meet children's learning needs. Children play an important role in the setting's self-evaluation as they actively help to decide on the activities and routines. This helps to ensure the plans for future improvement are well targeted and focussed on meeting the needs of the children who attend.

Parents are kept well informed about the club's activities through notices, newsletters and daily conversation with staff. Policies and procedures displayed on the club's website enable parents to receive clear information about the provision. Parents spoken to at the inspection are supportive of the club and staff. They comment very favourably on the range of activities offered and believe their children are safe and well cared for. Effective partnerships with teachers in the school helps to ensure good continuity of care and learning. There are particularly well-defined procedures to share information where

children have special educational needs and disabilities. For example, they use consistent behaviour management strategies across both settings.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY464750
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	923912
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Susan Christine Fisher
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07999786180

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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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