

# The Meadow Out Of School Club

Meadow Primary School, High Street, Balsham, CAMBRIDGE, Cambridgeshire, CB21 4DJ

## Inspection date

11/12/2013

Previous inspection date

06/01/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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

- The manager and staff develop an environment in which children are motivated and actively absorbed in the learning process. This helps them to acquire knowledge and skills to support future learning and development.
- The manager and staff work in partnership with parents and other professionals in the main school. This makes sure that the children receive good continuity of care.
- The manager and staff have a clear understanding about safeguarding children from harm, and as a result, the children are well protected.
- Attention to reflective practice enables the manager, staff and management committee to develop the service they provide, in order to continue to meet the changing needs of the users.

### It is not yet outstanding because

- There is scope to enhance opportunities and extend the enabling environments, outside and inside, enabling children to expand their knowledge and understanding of natural materials and the natural world.

## **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 the manager, parents and children at appropriate times throughout the inspection.
- The inspector observed activities and space in all rooms used by the children and the outside play area.
- The inspector looked at a selection of policies, procedures and relevant documentation including evidence of staff qualifications, suitability checks and evaluations carried out by the manager.
- The inspector carried out joint discussions with the provider in relation to making observations of the children's play and learning.

## **Inspector**

Lynn Clements

## Full report

### Information about the setting

The Meadow Out Of School Club registered in 1997. The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from a mobile building in the grounds of the Meadow County Primary School in the village of Balsham and is run by a voluntary management committee. There are nine members of staff who work directly with the children. Of these, four hold an appropriate level 3 qualifications in early years and early years playwork. The setting receives support from the local authority.

The setting is open Monday to Friday from 7.45am to 9am and from 3.15pm to 6pm, during school term time. The holiday club operates for four weeks during the school holidays and is open Monday to Friday from 8.45am to 5.45pm. The setting provides before and after school care and runs sessions during the holiday. Children have access to a secure outdoor area and to the school's playing fields. The setting serves children and families from the local and surrounding areas. There are currently 94 children attending of whom, four are in the early years age group.

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

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

- enhance support for children's emerging investigation skills by extending the provision of natural resources in the outdoor and indoor environments.

## Inspection judgements

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

The manager and staff in the provision have clear and open communications with staff in the main school. This means that information relating to the children's development or learning needs are shared well. This is important as the children attend straight from school to the club in the afternoon and vice versa in the mornings. From information shared, staff in the club are able to plan fun activities which help the children to feel settled and happy. Information sharing also provides opportunities for staff to work together in helping to close any gaps in learning. Staff focus is based on the seven areas of learning. Staff help the children to develop and build on their personal, social and emotional development in order for them to interact with others and deal with their feelings, seeking support from members of staff when they feel sad or angry. Staff also focus on the children's language and physical development. This helps the children to build on their existing vocabulary, making their needs or worries known. It also enables them to develop their coordination and free movement. Key staff make relevant assessments on the children's abilities and progress and share these with carers and

parents at the end of the day. Progress the children make is good. They are challenged well and enjoy the time they spend in their after school club.

Staff role model open questions throughout the session and the impact of this is having a positive effect on the children. Children have become confident communicators. For example, they are interested in new adults visiting their club, asking questions, such as, who, what and why. They understand how conversations work, giving others time to talk or think before interacting. Staff provide enabling environments for the children which encourages their play and subsequent learning. For example, a wealth of creative media is stored at child height. This enables the children to express their imagination through creative design. They thoroughly enjoy fashioning decorative Christmas trees and whirling snowflakes. They demonstrate their developing knowledge of simple mathematics, such as measure and matching, while working out how much string they need to hang their snowflakes so they whirl around, or which colour snowflakes are the same. The children enjoy freely, accessing the outside play area. Here they delight in running off energy. They are supported by staff to develop their physical skills, as they use wheeled toys and a range of outdoor equipment. Children learn to use their bodies in different ways. However, there is scope to enhance the outside and inside play spaces, providing an extended range of natural materials. This will enable the children to explore and express themselves through an even wider range of natural media in addition to the wealth of man-made toys and resources they currently enjoy. The children are working and achieving securely within the typical range of development expected for their age. The progress they make across the seven areas of learning ensures that they have the key skills needed for the next steps in their learning.

Parents and/or carers are actively encouraged to share information about their children's achievements at home. This information is used well by staff to learn more about the child in their care, such as their interests. They can then apply this knowledge when planning activities, in order to help develop positive dispositions and attitudes towards learning and having fun. Staff also provide information to parents and/or carers who require it, about how they can extend and build on learning at home.

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

The staff have formed a firm key person system. This enables the children to form secure attachments with members of staff. This, along with the overall organisation of the setting, promotes the children's well-being and independence. Staff are well deployed within the provision and clearly support the children's development and self-esteem. Attention to providing a good range of child-height storage and furniture means that the children can play and have fun in safety and comfort. As the children are well settled, they develop positive friendships and bond with each other. Their personal and social development has been nurtured well by staff and is now established. This helps them in making the moves between the different provisions they attend. They are clearly independent and at home in their club. Purposeful partnerships with parents and/or carers are built upon from the outset. This enables them to share relevant and important information about their children's personal needs or requirements. For example, their particular dietary, medical or religious requests. Information is also sought about parents

and/or carers particular wishes, along with the children's likes and dislikes. This information sharing means that the staff are well planned and organised to receive the children and in turn allows the children to settle in quickly and safely. It also means that the wishes of parents and/or carers are known and respected.

Behaviour is good. Children help to decide on rules, and as a result, they also adhere to them. The staff approach to behaviour management is consistent and this team tactic means that the children learn about clear and fair boundaries. Children's personal safety is a high priority within the provision and staff take all necessary precautions in order to protect them. Staff also understand about the importance of teaching the children to learn about keeping themselves safe and secure. One idea has been implemented and received well in the provision. Children are now actively involved in helping to identify risks in the indoor and outdoor environments they access. They also help to record risk assessments. The impact of this has been extremely positive. Children of all ages are now competent in identifying potential hazards. For instance, when using scissors or carrying them they could slip and cut themselves or someone else. The children then discuss how they could minimise or prevent the risk. This means that together, with the support of staff, they talk about and learn how to use such single handed tools with care and how to carry them appropriately.

The children are extremely active. They make the most of their play both inside and outside. While out in the fresh air they join in a wide range of activities. Including using wheeled toys and apparatus which enables them to increase and build on their developing physical skills and coordination. Staff link this with opportunities to talk about foods the children like and those, such as birthday treats which they need to be more careful about consuming. This enables them to learn about healthy eating and exercise. Children have clearly learnt about the importance of seeing to their personal hygiene needs. The wash their hands at pertinent times and clearly understand that bins are for rubbish and dirty tissues. At teatime, the children choose carbohydrate to give them energy. For instance, toast or a crumpet. They then spread their own butter, and choice of toppings independently. The children know that they need to sit at the table when eating, to thank staff and each other for passing them things. After they have finished eating and drinking they take their cups and plates, washing and then drying them before putting them away. These routines teach the children about independence, seeing to their personal needs and taking responsibility for themselves.

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

Staff have completed safeguarding training. They have a good understanding about making a referral if they have a concern about a child in their care. There are clear procedures in place relating to working with the designated child protection person from the main school on site. This means that the safety and well-being of the children is monitored, and as a result, they are protected from harm. All staff in the after school club have a good knowledge of the learning, development, safeguarding and welfare requirements. This means that they are able to implement and adhere to legislation in the best interests of the children attending. Recruitment of staff is robustly undertaken and

further serves to protect the children from unsuitable adults. Policies and procedures meet requirements and have been personalised to reflect the type of provision being offered. All required documentation is in place and shared with parents and/or carers as appropriate. Mandatory training, including paediatric first aid, food hygiene and behaviour management means that staff are able to offer good care and support for the children.

The educational programmes are clearly based on observations made about the children's developmental needs and in partnership with their parents and teaching staff from the school. These are broad ranging, providing experiences for the children which complement their learning in school and help them in making good progress in their development. Ongoing training for staff is good. A clear training record for each member of staff is maintained and annual appraisals mean that specific training requirements can be identified and addressed. The impact of this means that the children enjoy being with staff who understand about their development and how best to support and help them to thrive and strive towards their full potential. The drive for improvement is based on the provisions reflective practice. Strengths and weaknesses are effectively identified through careful monitoring, analysis and self-challenge. This practice involves all staff, management committee, children and their parents and/or carers. This means that it clearly reflects the providers and user views, ideas and care needs. As a consequence, the provision is able to change and adapt over time. This means that they continue to meet user needs effectively. The provider has addressed recommendations raised at the last inspection and this has had a positive impact on the children and service users. Children now take an active role in identifying and completing risk assessments. Parents and/or carers, other professionals and the children are now included in a hands on way, reflecting on the club and sharing their thoughts about how to keep making it better and better.

Partnerships with parents and/or carers and those with external agencies are well established and purposeful. This means that together with staff the needs of children are identified well and met well. Parents and/or carers are very happy with the service provided. They state that the staff are very approachable and ready to listen. They enjoy sharing in the learning their children enjoy in the club and also talking about and sharing information related to their achievements at home. Parents and/or carers say they are able to offer suggestions and ideas easily. For example, some parents and/or carers were finding it difficult to get to work when dropping off the children at the 8am breakfast club, so suggested a slightly earlier start. The manager, committee and staff canvassed parents to see if there was a genuine need for the service to be extended. When it was discovered that parents and/or carers would actively make use of this, it was swiftly introduced and has been a success. Parents spoken to on the day of inspection stated that they would highly recommend the service to others without hesitation.

### **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>	221680
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	943388
<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>	40
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Meadow Out of School Club Committee
<b>Date of previous inspection</b>	06/01/2011
<b>Telephone number</b>	01223 894608

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

