

# Coton School HBC Voluntary Committee

Coton Primary School, Whitwell Way, Coton, Cambridge, Cambridgeshire, CB23 7PW

<b>Inspection date</b>	26/06/2014
Previous inspection date	23/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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How well the early years provision meets the needs of the range of children who attend		3
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## The quality and standards of the early years provision

### This provision is inadequate

- The leadership and management committee do not meet all the requirements to ensure children are safeguarded appropriately. The safeguarding policy does not contain sufficient detail to include the safe use of mobile phones and cameras in the club.
- Robust checks to verify the suitability of staff are not carried out and staff do not always complete records in a timely manner. This compromises children's safety and well-being. Required documentation was unavailable for inspection.
- Risk assessment is not effective in ensuring that children's safety is always given the highest priority. Staff do not implement effective measures in the outside environment to minimise the risks to children.
- Monitoring of the quality of teaching is poor. There are no systems in place for the supervision or appraisal of staff. This results in poor identification of training needs to promote good learning outcomes for children.
- Staff do not plan as effectively for the outdoor provision to maximise and extend children's learning outside.

### It has the following strengths

- Children are happy and develop positive relationships with each other and staff within the club, making them feel secure and settled.

## 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 classroom and outside area. She talked with the staff, a member of the management committee and children at appropriate times.
- The inspector conducted a joint observation with the manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation form.

## Inspector

Lorraine Pike

## **Full report**

### **Information about the setting**

Coton School HBC Voluntary Committee registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from a mobile classroom in the grounds of Coton Church of England Primary School in Coton, Cambridgeshire. The club is managed by a voluntary committee made up of parents and other individuals. It serves the local area and has strong links with the adjoining school. Children have the use of a classroom, toilet and hand washing facilities all on one level. There is an enclosed area available for outdoor play. In addition, the club also uses the extensive school grounds. The club is open from Monday to Friday from 7.50am to 8.50am and from 3.30pm to 6pm during school term time. There are currently 44 children on roll, three of whom are in the early years age group. The club supports children with special educational needs and/or disabilities. It employs seven members of childcare staff. Of these, three hold an appropriate childcare qualification at level 3 and three hold level 2.

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

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that all staff, including the members of the committee, have a clear understanding of their roles and responsibilities in meeting the requirements of the Early Years Foundation Stage
- ensure that all required records are easily accessible and available for inspection
- ensure appropriate records of suitability and vetting processes, such as references, are completed on any adults who work directly with the children
- create an environment that maintains children's safety by reviewing and implementing the safeguarding policy to include a procedure for the safe use of mobile phones and cameras in the club
- implement a system of supervision and appraisal for all staff, to effectively identify training needs and to bring about continuous improvement of the setting
- ensure that risk assessments fully consider the safety of children in the outdoor area. This is in relation to ensuring that effective measures are implemented that enable staff to easily identify those children who attend the club from other children and adults who are using the same area.

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

- complete accident records in a timely manner to fully support children's welfare
- improve the activities in the outdoor environment to provide more of a quality learning experience. Ensure that activities motivate and consolidate children's learning.

**Inspection judgements**

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

Children show that they enjoy attending this club. They happily engage in a suitable variety of activities that reflect their interests and choices, and complement the learning that they receive in school. They say that they enjoy attending the club because they 'like the freedom to explore'. Staff have a satisfactory understanding of how to support children's development. They regularly observe children in their play and use these to

assess children's stage of development. This enables them to plan challenging activities to allow children to make progress in their learning and development. Staff are friendly and approachable. They mainly interact well with the children, offering them support if needed. However, the organisation of the outdoor environment does not enable staff to engage in purposeful interactions with children because they are required to act in more of a supervisory capacity to maintain children's safety. Consequently, the quality of teaching is variable. A majority of children choose to spend their time in the outdoor area during the warmer dry months. They use their imagination to create ice creams from leaves and flowers they collect from the school grounds; they roll and fold them into different shapes and offer them to their friends and staff. However, children quickly lose interest because little consideration is given to planning activities and resources in the outdoor area to consolidate the activities and experiences children receive indoors.

Staff create a relaxed atmosphere in the indoor environment, which meets children's needs after an active day at school. The deputy of the club is a professional illustrator, therefore there is a strong focus on supporting children's skills through planning an extensive range of art and craft projects. Staff are skilful in maximising children's learning through these evolving projects. They spend a considerable amount of time listening to children's ideas, which they incorporate into future plans. Therefore, children's communication and language skills are extended as they begin to sequence and clarify their ideas as they recall some of their learning in school, such as recent books they have enjoyed. Children's mathematical skills are effectively promoted. They participate in regular cooking activities. As a result, they learn about weight and measurements. Younger children approach groups of older children, who welcome them to join in. They have fun together and form strong relationships with each other as they take turns to play on the games console. Furthermore, they work together to create a whole range of large circus and fairground characters. This increases children's resilience and confidence within the group. Consequently, this prepares children with suitable skills to be successful in their continuing learning when at school.

Staff demonstrate how to safely use tools, such as scissors and sellotape dispensers, to enhance children's work. Consequently, children are motivated to have a go and develop increased physical control as they cut out shapes from cardboard boxes which they then attach to their models. Staff extend children's critical thinking as they encourage them to solve problems by making predictions and testing their ideas. For instance, they allow children ample time and opportunities to experiment with mixing different coloured paints to achieve their desired colour. Staff have experience of supporting children with special educational needs and/or disabilities. They know what children should be doing and have sufficient knowledge to recognise any gaps in achievement, and would immediately alert parents and teachers if they identified any concerns. The manager and deputy are the key persons for younger children and broadly understand each child's starting points, which they gain from parents at introductory visits and through observations. Staff talk with parents about their children's activities and ask about home experiences during collection times. Therefore, there are some opportunities to build on children's learning at home.

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

Children are happy and settled in the club as they form generally good relationships with caring staff. This is because there is an effective key-person system in place for young children. Key persons work well with parents and children when they begin attending the club. Sufficient information is gathered from parents, such as specific dietary needs, medication and personal routines. This ensures continuity in children's physical and emotional well-being. The staff are kind and caring towards the children, which supports their well-being and sense of security. For example, children approach staff for help when they need it and staff are genuinely interested when they tell them about their achievements in school. Children learn some appropriate safety messages, such as not playing in the school playground and ensuring they tie up the laces on their shoes before playing football. However, children are actually given a false sense of security as safeguarding children practices and procedures are inconsistently implemented to ensure that they are adequately protected.

Sharing the premises with a pre-school places some restrictions on space and the layout of resources. Nevertheless, staff make good use of the accommodation, for instance children are made to feel part of this club as they display their individual artwork alongside group projects they have participated in. Children have access to a sufficient range of toys and games which they are mainly able to access independently. Children's behaviour shows that they feel safe within the setting. They cooperate well with each other and know what behaviour is acceptable as they play. Club ground rules, which the children have created, further reinforce their positive behaviour. Children develop independence and self-care skills as staff encourage children to place their belongings on a peg as they arrive at the club and prepare their own snack. These are practical skills that help to prepare them as they progress through school.

Children are encouraged to be physically active in the fresh air, which aids their continuing well-being. For example, children access apparatus in the outdoor area, such as the trim trail, and take part in team games, such as football. In addition, children learn to assess their own risks as they climb trees and negotiate space as they play chasing games up and down the hill. Children are encouraged to enjoy their food and appreciate healthy choices in order to promote their continual growth and development. They enjoy a range of nutritious snacks, including a variety of fresh fruit, and drinks are constantly available. In addition, children make and help themselves to juice-flavoured ice cubes to refresh themselves after being physically active. All children are encouraged to develop appropriate hygiene routines and learn that they must wash their hands before eating. This helps to minimise the risk of cross-infection.

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

The leadership of the setting is not effective in ensuring that all the requirements of the Early Years Foundation Stage are met. This results in a number of breaches of requirements. In addition, some of the requirements of the Childcare Register for older children are not met. This has a significant impact on the children's safety, well-being and their learning and development. For example, the management committee demonstrate a poor understanding of their responsibility to carry out robust checks of staff working with

children, such as obtaining references and collecting information about job histories. On the day of inspection records were not available to verify such checks. This results in the full suitability of staff not being assessed to ensure children are being cared for by appropriate people. This places children at risk of harm. However, Disclosure and Barring Service checks have been completed for all staff and committee members, with the exception of the newly appointed chairperson. All staff, including the designated lead for safeguarding, have attended appropriate training. This enables them to recognise the signs and symptoms that may indicate abuse and to be clear about how to follow up any concerns promptly. Not all of the club's safeguarding policies and procedures have been updated in line with the revised Early Years Foundation Stage. This is in relation to the safe use of mobile phones and cameras. Furthermore, the manager does not monitor the safe storage of staff's mobile phones as some members of staff carry them in their pockets. This means that insufficient procedures are in place to fully protect children's welfare.

Staff complete daily risk assessments, in addition to further assessments of specific activities that children participate in. This ensures that most areas and activities accessed by children are safe and any hazards identified and removed. However, children attending the club use the same outside area that is used for other activities organised by the school for school children. Additionally this area is accessed by parents collecting their children from school and swimming lessons. Despite staff deploying themselves effectively, they struggle to easily identify which children they are caring for as risk assessments do not fully consider ways to organise the area effectively. The safety of children as they play in the outside area is compromised as a result. Furthermore, the manager has failed to take steps to improve this by implementing effective measures that recognise the problem and reduce it. Consequently, children's safety is not adequately considered. Staff are aware of the need to obtain parental permission to give medication, and accident records are completed. However, not all of these are completed in a timely manner to fully promote children's welfare.

The manager effectively monitors the learning programme for children to ensure that it meets their needs. Overall, staff have a suitable knowledge and understanding of their responsibility to meet the learning and development requirements. As a result, they provide activities and experiences that complement children's school day. Children are cared for by a suitably qualified staff team. However, the monitoring of staff performance is poor. Staff do not receive regular supervision or annual appraisals to focus on identifying training needs. As a result, staff have insufficient opportunities to improve their teaching and deepen their understanding of the requirements of the Early Years Foundation Stage. The manager and committee communicate a desire to improve the quality of the service through the use of basic self-evaluation and reflective practice. They effectively seek and take into account the views of staff, parents and children. Recent improvements include furnishing a quiet area with beanbags to enable children to feel comfortable and relaxed after a busy day at school. Future plans include moving into a new building within the school grounds, which will improve the amount of toileting facilities for children. The manager and committee have successfully addressed the recommendations made at the last inspection.

Parents spoken to at the inspection indicate their children enjoy attending the club. They

say staff are approachable and enthusiastic. The manager keeps parents informed about events and dates through regular newsletters and by displaying notices. There is a flexible approach to attendance to meet the variable needs of working parents. Information about children's needs is generally exchanged with children's teachers verbally when staff collect them from classrooms. In addition, their teachers visit the club weekly to share information about children's individual circumstances. This helps to ensure consistency of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that effective systems are in place to check the suitability of adults who care for, or have regular contact with children (compulsory part of the Childcare Register)
- ensure that risk assessments are undertaken immediately, where the need for an assessment arises, and that measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that effective systems are in place to check the suitability of adults who care for, or have regular contact with children (voluntary part of the Childcare Register)
- ensure that risk assessments are undertaken immediately, where the need for an assessment arises, and that measures are taken to minimise any identified risks (voluntary part of the Childcare Register)



## 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>	EY315265
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	878013
<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>	44
<b>Name of provider</b>	Coton HBC Committee
<b>Date of previous inspection</b>	23/10/2008
<b>Telephone number</b>	07932 085432

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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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