

University of Cambridge Holiday Playgroup

Chesterton Community College, Gilbert Road, Cambridge, Cambridgeshire, CB4 3NY

Inspection date	28/10/2014
Previous inspection date	24/10/2011

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

- Children's safety is promoted well because staff have a secure understanding of safeguarding procedures and consistently supervise the children during their play.
- Children thoroughly enjoy their time at the club and benefit from a broad range of interesting and stimulating activities.
- Staff promote a warm and friendly environment where children behave well and develop very good relationships with staff and each other.
- Strong leadership and management ensure all staff have a thorough understanding of their roles and responsibilities. As a result, the club operates safely and efficiently.

It is not yet outstanding because

- Information about children's initial interests and the activities they enjoy at home are not readily available to staff at the club. As a result, meeting children's learning needs when they first attend is not achieved as effectively as possible.
- Occasionally, staff planning specific activities for children do not always ensure specialist tools and equipment are readily available to enhance children's enjoyment.

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 during their activities indoors and outdoors. Their activities and learning experiences were discussed with themselves and staff.
- The inspector spoke to the management team and checked staff training and suitability looked at some policies and procedures and discussed recruitment and monitoring processes.
- A number of parents were spoken to during the inspection to gather their views on the quality of the service provided.
- The inspector carried out a joint observation with the site leader.

Inspector

Veronica Sharpe

Full report

Information about the setting

University of Cambridge Holiday Playscheme was registered in 2006 and is located at Chesterton Community College, close to Cambridge city centre, Cambridgeshire. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The organisation provides holiday childcare mainly for the employees, staff and students of the university, with some places available to the local community. This playscheme runs in conjunction with two other playschemes in Cambridge. Children have use of various rooms in the college and have access to outdoor play areas. The setting opens between 8.15am and 5.45pm each week day during all school holidays, with the exception of Christmas and bank holidays. There are currently 84 children on roll; seven of these are within the early years age group. The playscheme supports children who speak English as an additional language. A full-time coordinator oversees this and the other sites. This site employs seven staff to work directly with the children. Staff working with the early years children hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- enhance children's early experiences at the club still further by making parents' contributions about their children's interests and activities at home more accessible
- enhance children's enjoyment of activities by providing tools and equipment that are suited to the planned tasks, such as, sharper scissors and gingerbread cutters.

Inspection judgements

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

The quality of teaching and the support for individual children's learning is good. Children spend most of their time in self-chosen activities, but also enjoy participating in the broad range of planned activities. For example, they enthusiastically use collage materials for Halloween pictures. Adults model the activities to encourage children to join in, such as, showing less experienced children how to use the in-line skates. Staff observe the children as they play and take note of their interests. They talk to the children about their preferred activities and this is used as the basis for future planning. Practical activities, such as, cooking or sewing, are repeated to give all the children opportunities to take part. As a result, children feel involved and have a thoroughly enjoyable time. Parents receive a summary of their children's learning experiences at the end of each playscheme, so they have opportunities to promote children's learning at home.

Children develop their language skills well, because they have many opportunities to talk

to staff and each other. They take part in musical events, and make up their own stories and plays. Children who speak English as an additional language are effectively included and made welcome. There are cheerful posters showing the children's varied languages and lots of photographs of all the children engaged in their activities. Children develop the skills they need to progress in school, because staff promote their independence and problem solving skills well. They plan complex activities that test the children's ingenuity, such as, making costumes for a current popular film from cardboard boxes. Most activities are very well planned to maximise children's enjoyment. However, occasionally, useful additional tools are not readily available. For example, recipes for cooking gingerbread showed gingerbread men skeletons, but the correct shaped cutters are not available. Children compromise by making other shapes, but their expectations are not fulfilled. Additionally, scissors available to the children are not sharp enough, so children have to involve adults to cut their cardboard shapes.

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

Staff promote children's independence well, giving them many opportunities to make decisions and play an active part in choosing their activities. As a result, children are confident and engaged in their learning. They explore the environment safely and negotiate with their friends in mature and competent ways. Rules that promote good behaviour are consistent and clear. Children behave very well and are encouraged to respect and be kind to each other. Staff support those few children who occasionally forget the rules to say sorry and shake hands. Children are encouraged to solve their own problems, such as, how to keep the top of the den from falling in. Staff observe the children carefully and deploy themselves well to offer guidance if asked. They clearly welcome children's ideas and opinions, responding to them with enthusiasm, which promotes their self-esteem.

Staff support new children sensitively. They show them around, make sure they know where drinks are kept and where the toilets are. Parents are invited to attend and appreciate the opportunity to see their children's play environment, and the available learning opportunities. Young children have a key person allocated, who is responsible for their well-being until they feel safe and secure. Parents provide initial information about children's activities and interests at home to support their move into the club. However, the management team are currently reviewing how this information is collected and used and it is not always made available to staff at the club. Consequently, it sometimes takes longer for staff to develop a complete understanding of children's individual preferences to enhance the planning of tailored activities.

Children benefit from a healthy lifestyle through varied physical activities indoors and outdoors. They enjoy healthy snacks and freely access water through the day. Parents provide the lunchtime meals, following helpful guidance from the club. Dietary needs are well-known to staff to ensure children are appropriately catered for. Children learn to keep themselves safe through the daily routines, for example, as they help to clear the floor of resources from time to time, and practise the fire drill.

The effectiveness of the leadership and management of the early years

provision

All staff have a clear understanding of their roles and responsibilities to keep children safe and promote their well-being. Staff attend regular child protection training and several senior members of staff have attended the advanced designated person training. As a result, they have a good understanding of the procedures to follow if there are concerns about a child's welfare. Record keeping, such as, logging accidents, or concerns is consistent and clear. Staff who hold first-aid qualifications are deployed efficiently throughout the setting so they can respond to accidents quickly. Staff supervise the children carefully, but understand their need for space and the freedom to consider their own risks. For example, they respect that some children are extremely competent on roller blades and enable them to decide whether they should wear safety pads. Boundaries are clear and children understand where they can play safely.

Leadership and management are strong and ensures the club is a well-run and enjoyable experience for all children. Comprehensive recruitment and vetting processes means children are cared for by suitable and experienced adults. All staff understand their roles because induction is thorough. As a result, new and agency staff work effectively alongside the more established team members. Senior staff carry out regular one-to-one meetings with staff. These, along with annual appraisals and team meetings, help to promote a positive working environment, where staff skills are recognised and utilised. Children, staff and parents are fully involved in the club's self-evaluation. This detailed, dynamic document enables improvements to be accurately identified and implemented. For example, as a result of parents' views, there is always someone on the door to meet and greet both parents and children.

Staff have established positive relationships with parents. They provide them with verbal feedback each day and ensure they know about their children's activities. Parents indicate they are very happy with the club. They comment that their children are safe and well-cared for. Several parents commented on the excellent range of activities and say their children sometimes do not want to go home. Parents receive a comprehensive induction pack, and have plentiful information on the club's website. As a result, they feel well-informed. The club endeavours to communicate with schools, but with variable success. However, they talk to parents and children about their school experiences. They provide a written summary of children's achievements at the end of each playscheme, which parents share with schools, to support consistency of learning. There are good links with many local schools if children have special educational needs and/or disabilities. Though there are none on roll at the time of this inspection, there are tried and tested systems to support children's additional needs.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY347078
Local authority	Cambridgeshire
Inspection number	863152
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	100
Number of children on roll	84
Name of provider	University of Cambridge Governing Body
Date of previous inspection	24/10/2011
Telephone number	07977 306137

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

