

# Coton School HBC Voluntary Committee

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

<b>Inspection date</b>	09/12/2014
Previous inspection date	26/06/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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

- Staff interact well with children. They provide plenty of worthwhile indoor activities that complement children's school experiences and help them continue learning.
- Staff quickly establish strong relationships with children and parents. This contributes significantly to children's sense of security and promotes their personal, social and emotional development effectively.
- Staff maintain accurate registers and monitor the environment carefully to ensure children's safety. They have secure safeguarding knowledge, underpinned by regular training, which ensures they take prompt action to protect children.
- The management team, including the committee, have worked hard to secure improvements in practice. The established programme of continuous professional development, culture of reflection and well-targeted action planning benefit all of the children.

### It is not yet outstanding because

- Children are not always reminded to wash their hands before eating the snack, to instil good hygiene habits.
- Children's learning in the outdoor environment does not consistently cover the widest possible range of activities, to support and build on what children know and can do.

## 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 playroom and discussed children's learning with the manager.
- The inspector, staff and children had wide-ranging discussions at appropriate times during the inspection. The inspector had a telephone conversation with the committee chairperson.
- The inspector looked at documentation related to the management of the setting, including the safeguarding procedures, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of staff working with children and the suitability of committee members.

## Inspector

Alison Reeves

## Full report

### Information about the setting

Coton School HBC Voluntary Committee out of school club was registered in 1989 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a mobile classroom in the grounds of Coton Church of England Primary School in Coton, Cambridgeshire. It is managed by a voluntary management committee and has links with the host school. The club serves the host school and the local area and is accessible to all children. It operates from one main room and there is an enclosed area available for outdoor play. There are currently six staff working directly with the children. Of these, four hold appropriate early years qualifications at level 3 and one is training for a qualification at level 3. The club opens Monday to Friday, during term time. Sessions are from 7.50am to 8.50am and from 3.30pm to 6pm. Children attend for a variety of sessions. There are currently 54 children attending, five of whom are in the early years age group. The club receives support from the local authority.

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

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

- extend children's understanding of good hygiene practice and help them to develop healthy habits by consistently reinforcing hand washing routines before meals
- enhance children's outdoor experiences across the areas of learning by continuing to plan innovative activities that build on their existing skills.

## Inspection judgements

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

Children thoroughly enjoy their time at the club. They find the relaxed routines, and opportunities for deciding on their own learning through play, help them to explore and express themselves. Staff have a good knowledge of the learning and development requirements. This enables them to plan effectively for children, ensuring activities complement children's experiences in school. As a result, children continue to develop the independence skills that support their future learning. Staff regularly observe children as they play. They talk to them about their interests and ideas. This enables staff to plan further activities that interest children and support their learning needs. Staff participate in the children's activities; they are frequently invited to join in and they use these opportunities to enhance children's enjoyment and extend learning. Children making puppets, happily explain the character they intend to make. They appreciate the support from staff in threading needles and working out how much wool to use. Staff use effective teaching to promote learning. They usually introduce an activity with explanation and encouragement for children to have a go for themselves. They sometimes demonstrate

techniques but rarely do things for the children. This is because they recognise children's abilities and their need to be active learners.

Children enjoy cooking with staff and preparing their snack. Staff make good use of the opportunities afforded to extend children's learning during these activities by asking open questions that encourage children to share what they know, to predict outcomes and speculate on how they can do things in their own way. A well-balanced range of activities is offered each day. This means children who are interested in creative and imaginative play, and those who prefer active, outdoor experiences, have equal opportunities for pursuing their particular choice of activity. Children listen attentively to one another; they enjoy conversations with a wide group of friends and the staff. This means their communication and language skills continue to develop well.

Children enjoy using some of the information and communication technology resources, and older children support the younger ones to negotiate the intricacies of the games, advising them how to progress further. Staff encourage children to share their ideas and views about the club. This ensures children have plenty of influence over what happens, valuing their opinions and encouraging them in responsible and considerate behaviour that promotes their future learning. Children enjoy some outdoor experiences and staff are working on extending the learning opportunities to enhance this further, by focusing on aspects other than just physical play outdoors. Staff are using some of the opportunities to explore the natural environment but this is somewhat curtailed during the dark winter months. A recent power cut has inspired the children to make more use of torches. They have developed a game where they try to jump on the pool of light before it is moved to another spot. Parents have good information about children's activities and achievements through the regular discussions with staff and the children's artwork.

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

Staff have a key-person system to establish effective relationships with children and help them to settle and to feel secure. Children quickly become familiar with the environment. They show they feel confident as they move around the room, choose to play inside or outside and select the activities and resources they need. Staff encourage parents to share information about the children and their family. This helps them to plan for children's early sessions, helping them to make the move from the school environment into the club. Staff are open and friendly to children and this fosters children's emotional well-being as they have warm and trusting relationships. Children are confident in approaching staff to ask for additional toys and resources to extend their activities and promote their good learning.

Children behave very well. Their initial exuberance, on arriving at the club, quickly calms as they settle into their play. Staff have effective strategies for managing children's behaviour and the high expectations are clearly communicated to children, calmly and kindly. This means children easily adopt the strategies for themselves, talking and negotiating with one another; they are polite and respectful to everyone and this makes

the club a very pleasant place to be. Children have a responsible attitude and they are developing their understanding of safety and risk. For example, in the outdoor areas, when other groups in the school are close by, they wear the coloured armbands. Children explain this is so they know who the club children are. This helps staff to monitor the environment and they have used this as a tool to teach children about being safe and playing in agreed areas.

Children are generally active. The outdoor area immediately outside the room is available throughout the session and the club makes some use of the school grounds, although the current building works have limited this somewhat. Staff are sensitive to children's needs and allow them to decide when they need to have a snack, to rest or to be very physical. This helps to promote a healthy lifestyle. Children eat well at the club and enjoy nutritious snacks. They help themselves to fruit, cheese and toast with a variety of toppings. Occasionally, staff do not remind all children to wash their hands before eating, this means there is potential for cross contamination and children are not developing good hygiene habits as quickly as they might.

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

At the last inspection by Ofsted, the club received a number of actions to improve and had a subsequent monitoring visit. The management committee and staff have taken prompt and effective action to address the points for improvement and have implemented changes in the overall practice. Effective action has been taken to ensure all of the safeguarding and welfare requirements are met. They ensure children's safety when playing outside in shared areas by using coloured armbands that clearly identify the children whom club staff are responsible for. There is a robust recruitment procedure in place to ensure the suitability of staff working with children and of committee members. All staff and committee members are clear about their role and responsibilities. The safeguarding procedures are up to date and comply with requirements regarding the safe use of mobile phones, cameras and recording equipment. There is a planned programme of supervision for staff to identify training needs, provide coaching and support, to develop practice. All the required documentation for the safe day-to-day management of the club is stored securely and is available for inspection.

The staff and the management committee work well together to provide children with a safe environment that effectively supports their welfare and learning. Staff have a good understanding of safeguarding and regularly attend child protection training updates to ensure they maintain the knowledge and ability to keep children safe. Staff and committee have written safeguarding procedures that provide them with clear guidance on the action to take should they have concerns about a child's welfare. Staff are deployed well to ensure good levels of supervision for all children. They carry out risk assessments to ensure hazards to children are known and appropriate action is taken to minimise the risk to their safety.

The staff team are suitably qualified and this ensures they have the appropriate skills

required to teach children through play. They engage with further training opportunities to maintain and develop their skills. The team meets regularly to reflect on their practice and identify aspects of the provision they wish to strengthen. The team have regular supervision sessions that help them to reflect on their practice and professional development. These activities are having a positive impact on the club's ability to sustain the improvements made. They seek the views of parents, children and the local authority when assessing their provision. Staff successfully incorporate the views of those who use their service into action plans. The team have regard to the learning and development requirements and ensure they complement children's learning in school.

Staff work well with parents to keep them informed about their child's activities and learning at the club. Parents say the staff are friendly, professional and approachable, that they reliably pass on messages to and from school. Parents feel included and well informed about the club. They are very happy with the care, the quality of activities and general experience of their children. The staff have established a successful partnership with the school. They work with class teachers to ensure children's needs are met and any concerns about children's learning are shared appropriately. Staff at the club have previously attended training on working with children who have special educational needs and/or disabilities; this equips them to provide appropriate support and to signpost parents to local support services, should the need arise.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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

<b>Unique reference number</b>	EY315265
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	981868
<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>	54
<b>Name of provider</b>	Coton HBC Committee
<b>Date of previous inspection</b>	26/06/2014
<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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