

School's Out @ Cubbington

Cubbington C E Combined School, Church Hill, Cubbington, LEAMINGTON SPA, Warwickshire, CV32 7JY

Inspection date	12/12/2014
Previous inspection date	19/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children enjoy their time in this fun-filled environment. They take part in a range of organised activities, which are appropriate for this type of provision.
- Staff are supportive and interact positively with all the children, which builds sound relationships and helps children to feel secure.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's good understanding of their roles and responsibilities in protecting children in their care.
- Valuable partnerships with parents and the school staff ensure that the club staff know the children well and provide experiences which are consistent and complementary.

It is not yet good because

- Staff are not always appropriately deployed to ensure that someone who has a current paediatric first-aid certificate is available to treat a child quickly in an emergency.
- Staff are not given sufficiently focused opportunities to review their own practice or to discuss practice issues in order to improve the overall quality of the provision.

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 and spoke with the management, staff and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including staff's vetting and suitability checks, records relating to children's learning and development and a selection of policies and procedures.
- The inspector also took into account the views of parents spoken to during the inspection.

Inspector

Lucy Showell

Full report

Information about the setting

School's Out @ Cubbington was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a portable classroom, school hall, computer room and outdoor areas at Cubbington Primary School in a village near Leamington Spa. The out of school club is accessible to all children who attend the onsite school. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The out of school club opens Monday to Friday in school term time and offers holiday care for two weeks in the summer. Sessions during school terms are from 8am until 8.55am and 3.30pm until 6pm. Holiday care sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently seven children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- ensure that a paediatric first aider is available at all times when children are present and take into account the staffing and layout of the premises to make sure that they are able to respond to emergencies quickly
- put appropriate arrangements in place for the supervision of staff, which includes providing opportunities to reflect on practice and to discuss any sensitive issues, in order to foster a culture of mutual support and teamwork and to ensure that the quality of experiences for children continually improves.

Inspection judgements

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

Staff have an appropriate awareness of the learning and development requirements within the Early Years Foundation Stage. They ensure that the activities they provide in the club complement what children do in school and meet each child's unique needs. Staff gather relevant information from parents and school staff, in order to find out about children's likes, interests and skills. This helps staff to develop a clear understanding of children's starting points and enables them to build on children's interests and abilities from the outset. These ongoing communications are then used alongside staff's observations in order to help them to plan future activities. In addition to this, children's assessments and details of current themes and interests are discussed with teachers. As a result, children benefit from experiences, which are consistent and complementary with those enjoyed in school.

Staff have a sound understanding that children have different needs at the end of a busy

school day. They ask children what they would like to do and set out resources for them accordingly. Staff also encourage children to pick resources and activities that promote all areas of learning and to follow their interests and capabilities. For example, children are happy to select from the variety of resources available. They confidently ask for paper and pencils for drawing and colouring, choose board games to play in small groups or build structures with the construction bricks. Children are particularly excited to be having their Christmas disco today. They have brought in party clothes to change into and happily enjoy dancing, party games and eating from a special party buffet. These activities provide a welcoming and fun environment for children. Furthermore, because children are self-assured they are increasingly comfortable mixing with children of different ages and from classes other than their own. Overall, there are some interesting and valuable learning opportunities offered, which result in children who are confident, positive and happy to attend.

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

Staff ensure that they provide a well-resourced and welcoming environment both indoors and outside. There is friendly atmosphere where children chat happily about their day with their key persons who know the children well. Staff develop effective relationships with parents. All of the parents spoken to during the inspection are very pleased with the club. They explain how the staff are very accommodating to their childcare needs and that very often children choose to come to the club rather than going home. Parents are therefore happy that their children are enjoying their time at the club. Staff are valuable role models because they are caring and respectful to children and ensure their emotional needs are effectively met. They encourage all children to take part, and to share and join in with both the planned and spontaneous play. However, staff are not always appropriately deployed to ensure that someone who has a current paediatric first-aid certificate is always readily available to respond quickly to any medical emergencies. This is because not enough attention has been given to the impact of the layout of the premises and the deployment of staff to make sure that a paediatric first aider is always nearby to offer a child medical treatment when needed. As a result, the arrangements for providing first aid treatment requires improvement to make sure that children's health and well-being are fully assured. Despite this, staff do supervise the children well and encourage the careful and considerate use of all the areas. This helps children to learn how to keep themselves safe and to be aware of how their actions have an impact on others playing nearby.

Children's behaviour is positive. They are polite and have sound social skills. All children respond quickly to staff when asked to help tidy away. They learn how to promote a healthy lifestyle through every day routines and planned activities. Before they eat, they wash their hands and are keen to help to serve out their food. This means they are aware of their own personal hygiene and make independent choices about their own health. Children sit with their friends and the staff and talk freely about their school day or what they would like to do next at club. They thoroughly enjoy being outside and recognise that the fresh air and exercise helps them to feel good. These activities support children to acquire skills that will help them to take part in new experiences with confidence at school

and later in life.

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

Staff demonstrate an adequate understanding of the safeguarding and welfare requirements. Staff understand their responsibilities and know how to keep children safe from harm. There are clearly defined policies and procedures, which are understood by all staff should they have a concern about a child in their care. Furthermore, their relationship with the school is positive and because all the children attend the school, any issues can be shared confidentially. This ensures that all appropriate information is received and referrals can be made in partnership in order to safeguard the children. All staff complete safeguarding training as part of their induction processes and ratios are correctly maintained. They also meet the requirement to have at least one person who is paediatric first aid trained on site at all times. However, because of the layout of the premises, children can be using the school hall, the outside area, or be in the club's mobile classroom all at the same time. Consequently, the one member of staff with a valid first-aid certificate is not always able to respond quickly should an emergency occur. Staff are aware that they can call on school staff for help if necessary, although, this arrangement is not fully effective as the club often operates when the school is closed. As a result, it is difficult for staff to ensure that they are always able to administer first aid in a timely manner.

Staff do work well together and are positive role models to the children. Recruitment and vetting procedures are effective and therefore ensure that the adults working with children are suitable to do so. Staff are effectively supported by management through relevant training and staff meetings. However, there is a lack of formal supervision process. This means that staff are not provided with sufficient opportunities to assess their own practice or discuss any sensitive issues so that they know what action to take to improve their own practice and the overall quality of the club. As a result, staff are not well enough involved in the review and evaluation processes to make a significant contribution to improving the provision for children. Nonetheless, staff do monitor the experiences that they provide for the children. They ensure that there is always a welcoming environment with plenty of good quality resources and activities available. Staff have recently installed a variety of outdoor equipment, re-decorated the main clubroom and regularly ask the children what resources they would like and make these available. School staff and parents are very complementary about the club. They praise the staff for their friendly and caring manner and express their delight in the experiences offered to the children. These partnerships are a strength of the club and give staff confidence and encouragement to move forward and further develop the quality of the club.

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	200748
Local authority	Warwickshire
Inspection number	864036
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	7
Name of provider	School's Out @ Cubbington Committee
Date of previous inspection	19/11/2009
Telephone number	01926 422967

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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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