

# Cambo Wraparound

Cambo First School, Cambo, MORPETH, Northumberland, NE61 4BE



## Inspection date

17 March 2015

Previous inspection date

18 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff effectively promote children's learning in all areas. The quality of teaching is good. Children are taught to think and solve problems, be creative and play and work together. This helps them develop the skills in preparation for school.
- The partnership with parents is very strong and secure. Parents are kept fully informed and involved in their children's learning. Parents are consulted on all aspects in the pre-school and their feedback is highly valued.
- Staff develop strong attachments with children, which supports children's emotional well-being. This results in happy, confident children who are ready to learn from their play experiences.
- Children are kept safe and secure at all times. Long term and daily risk assessments ensure hazards are minimised. Policies and procedure are effectively implemented and adhered to by all staff.
- Staff are warm, friendly, sensitive and caring. Staff act as positive role models, working with children to set boundaries and promoting good behaviour at all times.

### It is not yet outstanding because:

- The outdoor space and learning environment is not always used to its full potential.
- Staff are occasionally unaware that there is background music on for some of the time and that this sometimes distracts children's attention.

## What the setting needs to do to improve further

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

- make better use of the outdoor area for more of the time, to enable children to choose and consequently benefit further from the range of activities available indoors and out
- enhance the learning and listening environment by ensuring that background noise is reduced and music and sound activities do not cause a distraction.

### Inspection activities

- The inspector observed activities taking place in the pre-school room and in the outdoor play area.
- The inspector conducted a joint observation with the manager and the pre-school leader.
- The inspector looked at a sample of children's assessments and planning documentation.
- The inspector held discussions with parents and carers, taking their views into consideration.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and their development plan.
- The inspector spoke to staff and children during the inspection and held a telephone conversation with the nominated person.

### Inspector

Janice Caryl

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The staff provide a wide range of exciting, challenging activities and experiences that stimulate children. Children enter the pre-school excitedly, immediately becoming engaged with the activities. Children show their enthusiasm as staff provide the resources to make 'gloop', a mixture of cornflour and water. Staff help children develop their critical-thinking skills. They ask questions, such as 'What do we need to make the mixture?' Children shout, 'toys'. Staff give children the opportunity to see whether this is the correct answer by providing cars and vehicles. Children soon realise that what they need is water. Children are able to learn about how things work because technology equipment is available for them to use freely and independently. Children take great delight in putting a disc into the compact disc player. However, the music left playing results in some children being distracted from their activities. Staff work closely with parents to assess children's starting points. As a result, children's progress is monitored well and children make good progress.

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

Partnerships with the host school are excellent. Children are well prepared emotionally when they move into their reception year. Children are already aware of the school environment and take part in reception class activities in the term before they enter school. Staff encourage children to be independent, for example, by teaching them how to put on their coats. Children are confident and self-assured as they attend to their own personal care needs. Staff ensure that when assisting younger children, their privacy and dignity is maintained, following procedures meticulously. Children enjoy helping each other at snack time, politely taking the fruit and offering it to others. Staff talk to children about their interests and encourage them to socialise with each other. Children are taught about the benefits of keeping physically fit and enjoy activities, such as yoga. Children have exciting and stimulating outdoor areas to practise their physical skills and develop an understanding of the world. However, the time spent outside is sometimes limited, reducing the time to further experience the valuable learning opportunities available.

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

The managers and leaders are committed to ensuring the pre-school is of a high quality. There is a strong shared vision between committee members, managers, staff and parents. Self-evaluation is good and development plans are regularly reviewed to ensure planned targets are met. The committee and staff are fully aware of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They ensure that staff recruitment is robust and all new staff and students receive a thorough induction. Staff training and development is considered important and ensures the quality of teaching remains high and continually improves. The pre-school staff actively link with other childcare settings by using communication books. This ensures that there is continuity of care and learning experiences for all children.

## Setting details

<b>Unique reference number</b>	EY393794
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	859557
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 9
<b>Total number of places</b>	30
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Cambo Wraparound
<b>Date of previous inspection</b>	18 November 2009
<b>Telephone number</b>	01670 774 210

Cambo Wraparound was registered in 2009. It operates from Cambo First School, Cambo, Near Morpeth, Northumberland. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, term-time only. Breakfast club sessions are from 8am until 8.55am, pre-school sessions are from 8.45am until 11.45am and after school sessions are from 3.15pm until 6pm. The pre-school provides funded early education for three- and four-year-old children.

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