

# Home From Home At St Philips

St Philips C Of E Primary School, 2 Vinery Way, Cambridge, CB1 3DR



## Inspection date

20 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
		Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- The provider ensures that staff understand the Early Years Foundation Stage requirements and these are implemented exceptionally well. Staff have built extremely purposeful partnerships with other professionals and parents, providing a consistent approach to supporting individual children's needs.
- The provider and staff present an extremely safe and secure environment where children are free to extend their self-help and independence skills. Staff are excellent role models promoting safe practice and supporting children to use tools and resources with great care.
- Staff pay extremely careful attention to seeking up-to-date information from children's parents and school teachers. This helps them to accurately understand children's emerging interests. Staff then plan exceptionally exciting, high-quality activities that motivate children to investigate and play exceedingly well.
- The provider and staff work effectively as a team. They deliver consistent messages to children about the expectations of positive behaviour. This helps children to learn about fair boundaries and how to interact respectfully with others.
- Parents are actively encouraged to share relevant information before their children join the club. This is extremely effective in providing staff with the knowledge they need to support each child with a wealth of excellent play opportunities which meet their care and development needs well.
- Each child is assigned a key person who liaises with their family to ensure that the ongoing care and play experiences they provide are tailored to meet their individual needs.

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

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

- continue to place a sharp focus on staff development, in order to enrich the excellent and innovative experiences offered to children.

### **Inspection activities**

- The inspector observed the quality of activities indoors and observed staff interaction.
- The inspector discussed a planned activity with the provider.
- The inspector checked relevant documentation, including the suitability checks of all members of staff.
- The inspector discussed reflective practice procedures used by the provider and staff.
- The inspector took account of verbal feedback from parents. She spoke to staff and children at appropriate times throughout the inspection.

### **Inspector**

Lynn Clements

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The provider and staff pay very careful attention to continuing their professional development over and above that required by legislation. Their combined skills provide an exceptionally supportive club where the individual needs of children are understood and met very successfully. The arrangements for safeguarding are effective. The provider and staff have an excellent knowledge of the various types of abuse. They know exactly what action to take if they have a concern about a child in their care. Exceptional attention is given to working professionally with other local schools and early years settings. For example, they provide the venue for other children to come and benefit from the facilities and expertise they have built. The provider is keen to continue increasing staff skills to the highest level, ensuring children receive the very best quality out-of-school care. Reflective practice takes into account the ideas and suggestions of parents, children and other professionals. This enables them to scrutinise the service they provide and develop opportunities that take into account a wider range of pertinent ideas.

### **Quality of teaching, learning and assessment is outstanding**

In their role as key person, staff support children to become familiar with the routines and settle quickly and confidently. The children move around freely making personal choices about their play. Children enjoy refining skills and developing new ones. They collaborate very effectively during team games. For example, they demonstrate excellent critical-thinking skills as they talk about the rules of football and consider the best place for the goal. As they interact they continue to increase and extend their language, talking confidently and sharing their ideas. Children express themselves effectively, showing awareness of the listeners' needs. They use their imagination as they engage in a very wide range of crafts and imaginary play. Their physical skills are challenged effectively while they manage intricate creative beads or build extremely tall towers using click together bricks. Children are highly motivated and eager to join in. They consistently demonstrate the characteristics of effective learners, embedding important skills for the future.

### **Personal development, behaviour and welfare are outstanding**

Children have excellent opportunities to learn about leading healthy lifestyles. They plant and grow a variety of produce in their allotment. This provides excellent openings for staff to talk with them about where food comes from and which food helps them to grow strong and healthy. Access to the club's own 'wilder base' enables all children, including disabled children and those with special educational needs, to explore the natural environment safely. They learn to use tools with care, for example, as they whittle wood or clear brambles to create habitats for small creatures. As they play, children show care and consideration towards others, taking turns and being kind. A volunteer buddy system is in place which means children always have other children there to support their self-confidence.

## Setting details

<b>Unique reference number</b>	EY486937
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1012589
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 12
<b>Total number of places</b>	36
<b>Number of children on roll</b>	70
<b>Name of provider</b>	TJ Kids Community Interest Company
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07944230297

Home From Home At St Philips was registered at their current premises in 2015. Four members of childcare staff work with the children. All staff are qualified to level 2 and above. The setting opens Monday to Friday from 7.30am until 8.50am and 3.15pm until 6pm during term time. The setting operates a holiday club from 9am to 6pm during some school holidays. There are strategies in place to support disabled children and those with special educational needs.

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