

Hardwick 3.15 Club

The Community Room, Hardwick Community Primary School, Limes Road, Hardwick,
CAMBRIDGE, CB23 7RE



Inspection date

Previous inspection date

4 February 2016

19 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The provider ensures that each member of staff understands the Early Years Foundation Stage requirements. They implement these well in everyday practice. For example, the manager and staff organise a safe and secure environment where children are free to play. As they do so, they increase children's self-help and independence skills.
- The manager and staff have a positive relationship with parents and the host school. This helps to promote a reliable approach for sharing information relevant to each child's individual needs, likes, dislikes and interests. Staff actively use shared information to help them plan an inviting environment with activities that appeal to each child.
- The manager and staff use their good knowledge of child development to interact purposefully with children. They implement a range of techniques that helps the children to relax, play and have fun in their club.
- The manager and staff deliver consistent messages to children about the expectations of positive behaviour. This helps children to learn about interacting respectfully with others and learning right from wrong.
- Staff are very good role models, promoting safe practice and supporting children to use tools and resources with great care. They have high expectations about what each child can achieve and actively seek their views in making sure that their club remains safe and secure.

It is not yet outstanding because:

- At times, staff do not focus sharply on opportunities to help children learn about age-appropriate technology.

What the setting needs to do to improve further

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

- provide more opportunities for children to learn about age-appropriate technology.

Inspection activities

- The inspector observed the quality of staff interaction with the children during activities.
- The inspector observed and then discussed a planned activity with the manager.
- The inspector checked relevant documentation, including the suitability checks of all members of staff and the committee.
- The inspector reviewed reflective practice procedures used by the manager and staff.
- The inspector took account of feedback from parents.

Inspector

Lynn Clements

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can recognise the signs and symptoms of possible abuse and they know how to record and report concerns regarding a child's welfare. The manager and staff pay good attention to continuing their professional development. Up-to-date safeguarding, food hygiene and first-aid training help them to provide appropriate care for children. In addition, the manager and staff seek further relevant playwork training, which is over and above that required by current legislation. This helps the staff to remain aware of appropriate ways in which to support and extend fun, interactive play opportunities for the children. The manager and staff work extremely closely with the host primary school. Some of the staff also work within the school. These relationships are used to advantage when sharing relevant information to help children move confidently between the school and their club. The manager takes into account the ideas and suggestions of children, parents, staff and committee members. This enables her and the members of staff to closely examine the service they provide. They are then able, where possible, to make changes so that the service remains sustainable and accessible for local families.

Quality of teaching, learning and assessment is good

Children move around freely, making choices about their play. They enjoy refining skills and developing new ones as they collaborate during team games. For example, they discuss sorting and matching games, demonstrating critical-thinking skills as they talk about the rules. As children talk, they increase and extend their vocabulary by sharing their different ideas. Children use their imagination based on ideas they develop in school. For example, while exploring a space project in class, they arrive at their club dressed as space personnel. They access resources and have fun, challenging their own physical skills as they build make believe spaceships from sheets, chairs and tables. The children dance and sing robustly, sharing new songs that they have learnt in school. Children are clearly very confident with each other and staff. They enjoy themselves, embedding important skills for the future as they do so.

Personal development, behaviour and welfare are good

Staff provide very good support for the children as they arrive at the club. Familiar routines are practised, helping children to feel comfortable and at home. For example, they help themselves to pre-prepared snacks and drinks so they feel refreshed. Children then place their meal order next to their name in the register. They are encouraged to share their menu ideas, talking about the foods they like. Together with staff, children reach agreements. For example, they can still enjoy foods that are not so good for them, providing these are limited during the term. This helps them to increase their understanding about suitable nutrition to help their bodies remain healthy. Staff take time to check what meals the school provide to prevent duplication and ensure that children enjoy a wide variety of different foods. Daily opportunities to be physically active are well planned. Children have access to a secure adjoining outside play area as well as being able to use the school field or, in very inclement weather, the large hall.

Setting details

Unique reference number	221642
Local authority	Cambridgeshire
Inspection number	865944
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	24
Number of children on roll	53
Name of provider	Hardwick 3.15 Club Committee
Date of previous inspection	19 March 2012
Telephone number	01954 210070 07787 910490

Hardwick 3.15 Club opened in 1989. It operates from a room in the school. The club employs nine members of staff. Of these, four hold appropriate qualifications at level 3 and two are working towards relevant qualifications. The club opens from Monday to Friday during term time. Sessions are from 8am until 9am and then 3.30pm to 6pm.

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