

# Hardwick 3.15 Cambourne

Hardwick And Cambourne Community School, Sheepfold Lane, Cambourne,  
Cambridge, CB23 6FL



## Inspection dates

Previous inspection date

6 February 2017 - 7 February 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of changes to the management committee members in a timely way. Additionally, they have failed to provide Ofsted with the required information to enable suitability checks to be completed.
- Not all required records and documentation were available at the inspection, including details of the Disclosure and Barring Service checks for committee members, and their names, addresses and contact details.
- Staff do not gather precise details from the host school about individual children's experiences to help them complement and enhance children's learning in the club.
- Children who prefer to learn and play outdoors do not always benefit from equally engaging and interesting play experiences as provided through indoor activities.

### It has the following strengths

- Children have a real voice in making decisions about activities and resources. Staff listen to children and show them they value their ideas and opinions. There is a calm and purposeful atmosphere because children are absorbed in their activities.
- Staff provide children with a fun and stimulating play environment. Resources are plentiful and well organised. Children have good opportunities to play independently and develop their own interests.
- Staff have developed good working relationships with parents. They keep them well informed about children's experiences at the club. Parents speak warmly of staff and believe their children are safe and well-cared for.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ provide Ofsted with the required information to enable suitability checks to be completed for any new committee members	27/02/2017
■ ensure that all required documentation is available for inspection, including the name, home address and telephone number of committee members, and details of their suitability checks.	27/02/2017

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

- extend partnership working with the host school to complement and build on children's experiences across both settings
- broaden children's experiences outdoors, in order to enhance the enjoyment of those who prefer to be outside.

### Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector spoke with the manager at convenient times during the inspection and evaluated the activities. She looked at some policies and procedures and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Veronica Sharpe

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The provider has not ensured that Ofsted has been notified in a timely way of changes to members of the management committee. Committee members have not provided Ofsted with their details, including their Disclosure and Barring Service checks, to enable the suitability assessment process to be completed. Essential documents were not available at the inspection. Nonetheless, the risk to children is minimal. The manager and her deputy manage all decisions in the club, including staff recruitment. Committee members have no access to children's details and do not have unsupervised access to the children. Safeguarding is effective. The staff team have a suitable understanding of child protection arrangements. They attend regular training and have written procedures to follow that are in accordance with local safeguarding guidance. Strict rules for the use of phones, cameras and social networks are thoroughly implemented. There is an effective partnership with the school with regard to sharing information about safeguarding issues, or accidents and incidents. However, less is known about how club staff can extend and complement children's learning experiences.

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

Children arrive at the club happy and excited. They settle quickly to their activities and are keen to talk to staff and renew their friendships with each other. Staff involve children in planning the activities, and children thoroughly enjoy them. Children confidently select their own resources from well-stocked cupboards. They make complex models with interlocking bricks, or take part in creative activities. Tables are laid out with a good variety of pencils, felt-tip pen and crayons so children can practise their writing skills. Children have a comfortable place to sit quietly and select books to read. Staff support children's interests well. For example, they have purchased dragon costumes so children can explore their fascination with myths and legends through role play. Staff support the children sensitively in their activities. They understand when to offer help and when to enable children to play independently and solve their own problems.

### **Personal development, behaviour and welfare require improvement**

The management committee's lack of understanding of the legal requirements affects children's welfare. That being said, staff strive to offer children a safe place to play. Children are appropriately supervised as they play, taking account of their understanding of rules and boundaries. Systems for recording accidents or incidents are implemented rigorously. Relationships are good. Staff are kind and provide children with good role models. Older children take care of younger children and involve them in their play. Children benefit from healthy, varied snacks and demonstrate they understand how to maintain good hygiene. The small outdoor area is regularly used by children for physical play. They enjoy ball games and a run around in the fresh air. The area is less well used for other enjoyable activities. Children say they like coming to the club and parents say their children are often reluctant to leave.

## Setting details

<b>Unique reference number</b>	EY493433
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1026122
<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>	4 - 9
<b>Total number of places</b>	24
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Hardwick 3.15 Club Committee
<b>Registered person unique reference number</b>	RP519020
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07923 550155

Hardwick 3.15 Cambourne was registered in 2015. It is a registered charity managed by a voluntary committee. The club employs five members of childcare staff, two of whom hold an appropriate qualification at level 3. This includes the manager, who oversees the club and another close by. The club opens from Monday to Friday during school term time. Sessions are from 8am until 9am and 3.30pm until 6pm.

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.

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