

# University of Cambridge Holiday Playscheme

Chesterton Community College, Gilbert Road, Cambridge, Cambridgeshire, CB4 3NY



## Inspection date

2 August 2017

Previous inspection date

28 October 2014

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			

## Summary of key findings for parents

### This provision is good

- Staff quickly develop good relationships with the children. Children are happy and settled, they involve staff in their play and are confident to ask them for help.
- The leadership and management team oversees the playscheme well. Staff have a clear understanding of their individual roles and responsibilities. They work effectively to support children in their play and keep them safe.
- Managers give a high priority to safeguarding issues. Staff are well trained and knowledgeable. They understand how to recognise and deal with any potential risks to children's welfare.
- Children's views are valued, helping to promote their self-esteem. Staff consult with them to make sure activities are varied and relevant, giving them ample opportunities to express their ideas and opinions.
- Children's physical development is promoted well. They benefit from plenty of fresh air and exercise using a variety of equipment, such as balls, hoops and rollerblades.

### It is not yet outstanding because:

- Staff do not always promote younger children's independence. There is a tendency for them to do things for the children that they could do for themselves.
- At times, staff do not pick up on children's changing interests and adapt activities swiftly enough to take these into account.

## What the setting needs to do to improve further

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

- make the most of all opportunities to promote children's independence and encourage them to do things for themselves
- adapt activities more swiftly to take into account children's changing interests.

### Inspection activities

- The inspector looked at areas of the school used by the children and the resources available to them.
- The inspector and the playscheme leader evaluated a specific activity and assessed children's levels of enjoyment and engagement.
- A range of documentation was checked, including policies and procedures, evidence of staff suitability and children's records.
- The inspector had meetings with representatives of the leadership team. The playscheme's action plan for improvement was reviewed.
- The inspector spoke with a number of parents and took account of their views. She also looked at the result of surveys and questionnaires.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend child protection training before each holiday playscheme starts. Managers ensure staff have clear guidance on any changes to the local safeguarding procedures. Training is provided on any new government initiatives, such as staff responsibilities under the 'Prevent' duty. Staff complete daily safety checks of the premises and supervise the children as they play. They achieve a good balance of keeping children safe and allowing them to take risks in their play. Managers take account of the views of children and parents. They evaluate the quality of each playscheme and implement detailed action plans to develop and improve the provision. Staff are encouraged to increase their play work skills. They are supported well through regular supervision meetings and have good opportunities for training.

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

Children have an enjoyable time in the playscheme. They benefit from a wide range of freely available resources. They play imaginatively and enjoy constructing dens from varied materials, indoors and out. Staff introduce children to widely differing experiences. For example, they invite street dancers and a ukulele teacher to teach children new skills. Frequent outings are well planned to entertain children and promote their understanding of the surrounding communities. Children visit local attractions, such as the botanical gardens and museums. Staff plan mystery trails for older children and encourage them to use their thinking skills to solve clues. Younger children have picnics in the park and learn to play team games. Children show good levels of interest and concentration. For example, they focus on making flowers from card and use tools to cut out potato shapes for printing.

### Personal development, behaviour and welfare are good

Parents provide detailed information about their children's needs and interests before children start. This helps staff to plan activities that children enjoy and contributes to their sense of well-being. Younger children are allocated a key person who helps to support them and settle them in. Photographs of the key staff are displayed so that children know who to go to, if they are unhappy or need to ask a question. Children come together at intervals during the day to review their activities. Staff take the opportunity to remind them of their boundaries and children know and understand the rules well. For example, they know they must always be able to see at least two staff members. Managers attempt contact with the many schools the children attend. They provide parents with a summary of their children's experiences during the holidays and encourage them to share this with teachers. This helps to promote continuity in children's learning. Staff provide children with good role models for polite, social behaviour. They treat children with respect and engage them in lively discussions.

### Outcomes for children

## Setting details

<b>Unique reference number</b>	EY347078
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1104577
<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 - 13
<b>Total number of places</b>	100
<b>Number of children on roll</b>	500
<b>Name of registered person</b>	University of Cambridge Governing Body
<b>Registered person unique reference number</b>	RP904648
<b>Date of previous inspection</b>	28 October 2014
<b>Telephone number</b>	01223 764186 or 07985 735725

University of Cambridge Holiday Playscheme registered in 2006. The playscheme provides holiday childcare mainly for the employees, fellows and students of the University of Cambridge. This site employs 25 staff to work directly with the children. Managers and staff working with the early years children hold appropriate childcare qualifications. The playscheme is open Monday to Friday during all school holidays, with the exception of Christmas and bank holidays. Sessions are from 8.30am until 5.30pm.

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