

# Inspection of University of Cambridge Holiday Playscheme

St. Mary's Junior School, Chaucer Road, Cambridge CB2 7EB

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Inspection date: 30 May 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children thrive in this inclusive playscheme that celebrates each child. They learn about the lives and experiences of others through discussions about their differences. For example, children sing Russian songs they have learned and talk about their different nationalities. As a result, children feel valued and gain a sense of belonging within the playscheme. The staff genuinely care for the children, which helps them feel safe and secure.

Children love their time at the playscheme. They enjoy experiences that are appropriate to their age and interests. For example, children learn to rollerblade. They develop their skills and learn how to keep themselves safe. The wide range of activities is meaningful to children's development. Younger children explore different languages as they answer the register in French. They build on their physical skills, using their whole body to use the rope swing. Older children invent their own games and enjoy playing charades. Children benefit from trips to local attractions and enjoy travelling on buses, building on their life experiences.

### **What does the early years setting do well and what does it need to do better?**

- The team shares a passion for providing high-quality care, which drives their commitment to continuous improvement. Staff are proactive in evaluating and making specific plans for change. Decisions centre around children's needs and opinions. Observations of the children help the team look at aspects of the playscheme. Children highlight that the staff listen to what they say and make changes. For example, some children have requested more quiet spaces, which the staff are now planning for.
- Children show excellent social skills, where they confidently express their thoughts and opinions. They use voting systems to decide on group games, helping them learn about democracy. Children play together cooperatively. They expertly negotiate the rules of their games. They demonstrate high levels of self-regulation, allowing them to share and take turns. Children of all ages behave well. Children are polite and kind to each other. For example, they invite children playing on their own to join in, helping children to feel included.
- Children are eager to share their views of the playscheme. Younger children express how they love to play in the trees with their friends. They describe the playworkers as kind and fun. Older children appreciate the role they have in shaping the playscheme. They feel valued and listened to. Children delight in how the staff treat them as individuals and accept them for who they are.
- Staff deployment is effective. Children freely explore the many different areas and experiences available to them, such as hiding and climbing in the wooded area and enjoying games on the sports court. Staff lead by example and are

excellent role models. They show children how to solve problems, listen to others and follow the rules. The staff are kind and patient. Their dedication to meeting the needs of every child is commendable. A high staff-to-child ratio helps excellent relationships develop. The team know children exceptionally well and plan for each child. Children with special educational needs and/or disabilities are well supported. For example, key persons use visual aids to help understanding and communication. Parents praise the staff for how well they communicate, and report that they are pleased with the care their children receive.

- The manager has essential leadership skills. She is committed to providing an environment where children can excel. The excellent organisation by the manager gives staff clear expectations for their roles. For example, each day she provides the staff with specific responsibilities that meet the needs of the children attending. Staff report feeling supported and valued as part of the team. They speak highly of the manager and praise the excellent training they receive. As a result, staff morale is good. Excellent systems for recruitment, induction, supervision, and training are in place.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident and have a clear understanding of the safeguarding policies and procedures. They understand their roles in keeping children safe and can identify possible signs and symptoms of abuse. Training opportunities develop an understanding of broader safeguarding issues, such as forced marriage. Safeguarding is a priority, and training is ongoing. Staff receive regular support from the manager to ensure their knowledge is updated. The manager commits to ensuring staff understand what to do if they are worried about a child. Staff feel supported in their roles in keeping children safe.

## Setting details

<b>Unique reference number</b>	EY484450
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10219414
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 12
<b>Total number of places</b>	80
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	University of Cambridge Governing Body
<b>Registered person unique reference number</b>	RP904648
<b>Telephone number</b>	01223 764186 or 07985 735725
<b>Date of previous inspection</b>	11 August 2016

## Information about this early years setting

University of Cambridge Holiday Playscheme registered in 2015 and is one of two playschemes operated by the University of Cambridge Governing Body. It employs five permanent members of staff and an additional 65 members of casual staff. Of these, one holds a level 3 and three hold qualifications at level 6 or above, including the provider who holds early years professional status. The playscheme is open to children once they attend full-time education. It operates Monday to Friday during the school holidays with the exception of Christmas holidays and bank holidays. Sessions are from 8.30am until 5.30pm.

## Information about this inspection

**Inspector**  
Jody Taylor

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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