Inspection of Mad Hatters Wrap-around-care

Histon and Impington Infant School, Glebe Way, Histon, Cambridge CB24 9AQ

Inspection date:	24 January 2023

The quality and standards of early years provision	This inspection	Met
	Previous inspection	Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the setting happy and talking about their day with peers. They enjoy telling staff what they have been doing at school and what they did at the weekend. Children are confident to share stories with each other and talk about significant events, such as their birthdays.

Children demonstrate throughout the session that they are happy and enjoy their time at the setting. They are confident to speak to visitors. They share what they enjoy doing at the setting, such as playing cricket and art and craft activities. Staff encourage children to follow their interests and provide the relevant resources, such as a range of outdoor sports equipment.

Children demonstrate strong relationships with both peers and staff. They comment that the staff are funny and friendly and that they enjoy playing with them, especially football. Children are kind to each other and older children often look out for and help their younger peers. Staff encourage older children to be a 'helper' to give them responsibility and increase self-confidence. Children are enthusiastic and enjoy this role. Overall, children behave well at the setting. They listen to staff and follow instructions.

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

- Children have access to a large indoor area with a range of activities. Resources are stored at low level and children can independently access the toys. This gives children a choice of activities throughout the session and provides them with independent choices around their own play and learning.
- The youngest children are supported well in the setting. They are allocated a key person when they start, and staff ensure that they develop good relationships with children. After school, the youngest children arrive first and sit on the carpet area for registration. They then eat their snack while the older children join the setting a few minutes later. This gives the younger children a quieter and calmer entrance, where they feel safe and can independently serve their snack without it being too busy.
- Staff get to know each child at the setting to ensure that they can provide all children with a happy and fun environment. They take time to speak to all children, especially those who are new to the setting. Staff provide extra support to help them settle in, for example, finding them a buddy to play with.
- Children with special educational needs and/or disabilities are given extra support when needed. Before children start, staff speak with parents to understand the needs of each child. The manager provides extra support when children attend. Staff monitor children's progress and supervise them closely to

make sure they are happy and settled. Staff have high expectations for all children and, therefore, children behave well and demonstrate respect for each other.

- The children have access to a vast area and a range of resources outdoors. They enjoy participating in large-group play with loose parts, where they build a giant pirate ship. They encourage others to join them and staff 'walk the plank'. Children use their imaginations and engage in their play for extended periods of time.
- Staff interact with children, playing games and laughing together. They demonstrate that they know when to intervene in a disagreement and when to stand back. For example, when children disagree during a game of table tennis, staff stand close by but do not intervene. Children resolve their conflict independently and continue to play the game together. Children benefit from this independence and learn about feelings and problem-solving.
- The manager has a good knowledge of all staff. There are robust supervision procedures in place and this helps the manager to identify key areas for improvement for the setting and staff. Staff attend regular training to keep their knowledge and skills up to date. This enhances staff practice and benefits the children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good safeguarding knowledge. They can identify signs relating to a range of abuse, such as physical abuse and neglect. There is a clear procedure for staff to follow if they have concerns about a child at the setting. All staff can confidently discuss this procedure and know where, and how, to escalate any concerns. All staff attend regular safeguarding training. Additional training around wider safeguarding issues is also provided and staff demonstrate a good knowledge of the 'Prevent' duty.

Setting details

Unique reference number	2622193
Local authority	Cambridgeshire
Inspection number	10264314
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	65
Number of children on roll	102
Name of registered person	Fisher, Susan Christine
Registered person unique reference number	RP907940
Telephone number	07729120250
Date of previous inspection	Not applicable

Information about this early years setting

Mad Hatters Wrap-around-care re-registered in 2020. It is based at an infant school in Histon, Cambridgeshire. There are seven members of staff, three of whom hold relevant childcare qualifications at level 2 or above. The setting operates from Monday to Friday, from 7.45am to 9am and 3.15pm to 6pm, during school term time. The setting also provides a holiday club which runs from 8am to 6pm during the school holidays.

Information about this inspection

Inspector
Vikki Reynolds

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 took a tour of the setting with the manager. They discussed how the setting is organised and the play opportunities for children.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between the staff and children.
- Parents shared their views of the setting with the inspector.

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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