

The Weatheralls Out of School Club

Soham Childrens Centre, The Weatheralls Primary School, Pratt Street, Soham, ELY, Cambridgeshire, CB7 5BH

Inspection date	17/11/2014
Previous inspection date	13/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are superbly safeguarded as practitioners demonstrate a robust understanding of the setting's safeguarding policy and how to protect children. Rigorous additional measures are in place and practitioners attend regular safeguarding training.
- Children move confidently around the setting, taking ownership of their environment and relaxing as they freely access an exciting and stimulating range of resources, initiate their own learning and make decisions.
- Children enthusiastically participate in an exciting and continually enhanced range of self-chosen play experiences. This is because practitioners listen carefully to them and facilitate ways to extend and develop their ideas for play.
- Parents play an important part in children's experience at the setting and warm, friendly relationships exist with practitioners which allow for useful exchanges of information to support children's well-being and welfare.
- Children are extremely content, happy and settled at the setting as they know one another well, feel secure as a result of rules they have decided and value the presence of familiar and trusted practitioners.
- The manager and her team aspire to offer children a continually improving experience which ever more closely matches children's desired wishes, providing them with a relaxing, homely environment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the setting and talked with practitioners.
- The inspector viewed the indoor and outdoor areas used by the setting.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector reviewed the provider's hardcopy self-evaluation form as provided to the inspector at the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

The Weatheralls Out of School Club is one of four settings which are privately owned by the same provider. It was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Weatheralls Primary School in Soham, Ely in Cambridgeshire. The setting serves the local area and beyond and is accessible to all children. There are enclosed areas available for outdoor play. The setting opens Monday to Friday during term time only. Sessions are from 7.30am to 8.40am and from 3pm to 6pm each weekday. Children attend for a variety of sessions. There are 45 children on roll, nine of whom are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are five practitioners working directly with the children. Of these, four practitioners hold appropriate qualifications at level 3 or above and one holds a qualification at level 2. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the already extensive play opportunities available by extending the provision of resources to enable children to interact increasingly with age-appropriate information and communication technology.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make excellent progress in their learning and development as practitioners are exceptionally knowledgeable about the seven areas of learning. Practice is inspirational and worthy of dissemination. Practitioners carry out observations and assessments to identify children's next steps and inform planning. Additionally, as these children are in the Reception year at the on-site school, assessments are shared to complement and maximise children's progress. Children confidently enter the setting and become engrossed in their chosen activities. They enthusiastically plan freely chosen, self-directed play experiences, such as creating a wild animal safari game out of a toy garage and the animals they gather in their arms. Children are soon engrossed in all manner of activities which provide them with rich and imaginative ways to relax and unwind after the rigours of their school day. Practitioners spontaneously facilitate other activities and provide opportunities for children to find their own ways to represent and develop their ideas. For example, practitioners notice that children enjoy acting out different scenarios and purchase a stage set. Children make excellent use of this; creating their own individualised performances, setting out the room with rows of chairs and making their own tickets. Children are introduced to the show by their peers. They perform their act, and older

children support younger children if they need it, demonstrating their affection and concern for one another. Children's individual play preferences are extremely well considered. Practitioners record on their planning where individual children spend most of their time and invite children to add what else they would like to play with. In this way, resources and activities offered always reflect what children enjoy doing most. Children's wish lists are considered on a weekly basis and are offered the following day or week. For example, children ask to make fruit and marshmallow kebabs and request new magazine subscriptions. Practitioners offer specific praise to all children, especially concentrating on how they approach and persist with their chosen tasks.

Children are superbly supported in their personal, social and emotional development and communication and language skills. As a result, they initiate conversations, ask searching questions, demonstrate respect and friendship towards their peers and practitioners and their behaviour is exemplary. Practitioners provide children with a home-from-home experience and engage readily in relaxed, enjoyable conversations with children. Informal conversations take place as children and practitioners battle table top games. Children have ownership of the environment and move frequently between self-chosen activities and the cupboards to select something new. Children become absorbed in their construction activities as they lay on the floor building intricate models, chatting among themselves as they do so. They engage in all manner of pursuits as they make dogs and hearts out of modelling clay, engage in woodwork activities and build dens in the outdoor play area. Children are exceptionally motivated and very eager to join in. They consistently display the characteristics of effective learners as they explore, think critically, are creative and actively learn. For example, a small group of children read a well-known story about a large vegetable together. They share the responsibilities of reading and turning the pages and a younger child calls out well-known phrases, such as 'it grew and it grew, to the size of a house'. Children and practitioners show respect as they allow others to speak, and respond to suggestions and ideas which are raised in conversation. This demonstrates the extremely sharp focus on helping children acquire good communication and language skills and support in their personal, social and emotional development. Children with special educational needs and/or disabilities and those speaking English as an additional language are offered sensitive, thoughtful support. For example, practitioners have created a photographic catalogue showing all the resources on offer to ensure that those learning English or children who are not yet reading can make independent choices about their play.

Practitioners actively seek to complement children's learning in school. For example, children discuss their wish to have access to a different area of the school playground with a climbing frame in it. Practitioners encourage them to write to the school headteacher with their request, and the headteacher replies asking them to risk assess the use of this area. Children carry out their own risk assessment and write back with the results, and are delighted when the headteacher replies giving her permission. Practitioners have high expectations of children which prepares them exceptionally well for school or the next steps in their learning. Practitioners include parents in children's learning through the use of child development books which enable them to collectively assess their learning. Teaching and learning is outstanding as practitioners understand what children need from their after school experience and children therefore flourish as they relax and learn

through innovative, individualised play.

The contribution of the early years provision to the well-being of children

Practitioners are highly skilled and sensitively help children develop secure emotional attachments. Children receive genuine warmth and affection from all practitioners, the majority of whom also work at the linked nursery. Many of the children also attended the nursery meaning they know each other well and wherever possible their key person at the nursery becomes their key person here. As a result, children's well-being is promoted as they settle and the key person offers them a dedicated presence. This provides the youngest children particularly with high levels of consistency in their early years experience. Children display excellent levels of independence and confidence, and a sense of self-identity. For example, they hang up their bags and coats as they arrive, collectively tidy up, and wipe tables in preparation for meal times. This demonstrates the respect children show for the environment and each other. Parents play an active role in helping their children settle in the setting because practitioners complete an individual care plan with them. This provides practitioners with clear, comprehensive information about each child's interests, care needs, home life and family members.

Children play cooperatively and their behaviour is excellent. This is because there are excellent guidelines and boundaries which are shared with children so they understand what acceptable behaviour is. Practitioners encourage children to think about what is important for a harmonious environment and, in addition to the setting's rules they agree together, children devise their own. For example, children agree they should always include others, carry out risk assessments before doing something new, not laugh if someone gets something wrong and smile and be happy. Children display respect, tolerance and friendship and play in a relaxed, ambient atmosphere. Practitioners model excellent social skills, empathy, sharing, and problem solving. They work sensitively with children to help them achieve goals, handle failure and achieve their individual personal best. There is a strong commitment to teaching children about equality and diversity. Practitioners are highly positive role models who provide interesting, active learning opportunities which challenge discrimination. Children's enjoy exceptionally positive relationships with each other and respect each other's differences.

Children realise the importance of good hygiene procedures and spontaneously wash their hands before eating. Their understanding of healthy food options is thoughtfully promoted through a monthly menu of nutritional snacks and meals. Children are always offered a choice, such as, cucumber, orange segments and cheese portions for their early snack. The cooked snack for children staying later offers them an appealing variety. For example, at the inspection children spread their own bagels with butter and add a variety of toppings. Practitioners sit with them as they eat and they discuss cheeses and other foods they enjoy eating. Children giggle and have fun as they comment on the 'smelly cheese' they tried that they did not enjoy. Practitioners work supremely hard in this setting, where they have to pack away resources at the end of the session, to provide a highly stimulating environment, both inside and outside. Children develop their physical skills as they move freely between the indoor and outdoor areas. For example, they take part in

skipping, football and tennis, fun team games, and have access to climbing frames and a large outdoor space in which they can run and explore their environment. The strong skills of all practitioners support children's transition into school, and children are confident and prepared for their next stage in learning.

The effectiveness of the leadership and management of the early years provision

Leadership within the setting is inspirational. The manager and her team work collectively in their pursuit of excellence in all the setting offers. There is a well-documented drive to maintain the highest levels of achievement for all children. The manager is committed to providing children with an exceptional range of experiences which promote their ultimate enjoyment. Practitioners have an exceptional knowledge and understanding of their responsibilities to safeguard children, and there is an excellent understanding of the welfare requirements of the Early Years Foundation Stage. Practitioners implement a wealth of additional measures to further safeguard children. For example, parents learn how to protect their children through displays within the setting, persons collecting children other than usual are recorded in a separate book and passwords are required together with prior notice. Children become aware of how to protect themselves through a Stay Safe Online poster that practitioners promote with children. They learn to keep personal information safe, remember not everyone online is who they say they are and that they must never agree to meet up with anyone they meet online. Health and safety procedures are rigorously followed and allergy management and asthma care plans are in place. All policies and procedures are covered during induction periods, and practitioners are given a staff handbook which covers the key aspects of keeping children safe from harm. The setting is maintained to an excellent level of security and safety, and practitioners are vigilant in their supervision of children. For example, stringent risk assessments are carried out which are reviewed on an annual basis, or when required. Daily registers are completed and children are counted into the setting after collection from school. Practitioners additionally take extensive steps to ensure they know where all children are. A display shows all the clubs children attend over the week, and each day practitioners check with reception and in the main hall that children have not gone home and are at the clubs they are booked into. Children are signed in and out of the setting by parents and this is double checked by practitioners. Doors are kept locked to the outside, daily health and safety checks are carried out, and fire drills are recorded and evaluated. Resultant issues are addressed and the fire drill repeated to ensure children fully understand its purpose.

Excellent recruitment and vetting procedures are in place, and the provider ensures that all practitioners are suitable to work with children. New practitioners are shadowed during their induction period, and permanent positions are subject to satisfactory references, clear Disclosure and Barring Service checks and completion of a successful three month probationary period. High quality professional supervision is provided within which priority is given to safeguarding and there is a sharp focus on professional development. The comprehensive approach to monitoring children's learning and development is highly effective and embedded within practice. A wealth of meetings, research, analysis and

evaluation enhances all aspects of children's enjoyment and progress. The manager and her team work hard to target what they offer to fully meet children's needs. Partnership working is a key feature of the setting. All practitioners work closely with parents and any other agencies in support of meeting every child's individual needs. There is a close relationship between the on-site children's centre, school and the setting which ensures that children's learning is complemented and they work cooperatively in support of children's progress. The manager pays exceptional attention to completion of the local authority quality assurance scheme. This ensures it is relevant and useful to the staff team and successfully focuses on priorities for further improvements and successful identification of strengths and weaknesses. The manager works with colleagues from the linked nursery. This provides further opportunities for wider evaluations of practice, including using peer observations to give feedback to practitioners about their individual practice. Children contribute to the setting's self-evaluation, and parents contribute comments verbally and in questionnaires.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY382906
Local authority	Cambridgeshire
Inspection number	858793
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	45
Name of provider	David George Seal
Date of previous inspection	13/03/2009
Telephone number	01353 624821

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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