

# Home From Home

Abbey Meadows School, Galfrid Road, CAMBRIDGE, CB5 8ND



<b>Inspection date</b>	29 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
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 was not able to demonstrate that she or other staff members hold a suitable paediatric first-aid qualification. This affects children's health and safety in the event of an accident.
- The provider does not always ensure that children's experiences are planned for well or that children's differing needs, ideas and interests are taken into account. Staff are not skilled in redirecting children into purposeful play.
- The monitoring of staff practice and the evaluation of the provision is not strong enough to identify and address areas for improvement.

### It has the following strengths

- Children benefit from nutritious and varied snacks that promote their good health.
- Younger children are allocated a key person who gets to know them and supports them emotionally as they settle into the club.
- The provider keeps careful records of children's attendance, their family details and any medical needs they might have. This helps to keep them safe.

## 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:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that at least one person who has a suitable, current paediatric first-aid certificate is on the premises and available at all times, including on outings</li> </ul>	20/05/2016
<ul style="list-style-type: none"> <li>■ ensure that staff have the skills and knowledge they need, in order to provide children with enjoyable, challenging and purposeful play experiences.</li> </ul>	20/05/2016

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

- implement rigorous evaluation and monitoring of staff practice and the quality of the provision, in order to identify and address areas for improvement.

### Inspection activities

- The inspector observed the children at play and spoke to staff and the provider about the activities they provide. The views of parents were taken into account.
- The inspector looked at the premises and the resources available to the children. A specific activity was discussed with the provider to assess children's enjoyment.
- A range of documentation was looked at, including staff suitability and training, some policies and procedures, the club's self-evaluation and children's records.
- The inspector discussed safeguarding arrangements and safeguarding training with staff and the provider.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management requires improvement

None of the staff hold current paediatric first-aid certificates and the provider was unable to demonstrate that she holds an appropriate qualification. The provider is addressing the situation by booking two staff members on a suitable course. One staff member's qualification has only recently expired, and he still retains the necessary knowledge to carry out minor first-aid treatment. This minimises the risk to children. Safeguarding is effective. Staff attend child protection training and understand the reporting procedures to follow if a child is at risk of abuse or neglect. The provider has recently initiated regular meetings with staff to look at professional development needs and evaluate the quality of the provision. However, these are not yet identifying or prioritising improvements that would most benefit the children. There is an adequate partnership with the host school. Information about children's well-being, such as accidents or support for children with specific needs, is exchanged.

### Quality of teaching, learning and assessment requires improvement

The provider and some staff have appropriate qualifications and experience. However, they do not use their knowledge to consistently plan or provide interesting activities that children enjoy. At times, children do not have enough to do. Activities lack variety and some children become bored, which affects their behaviour and, occasionally, other children's enjoyment. Staff do not always refocus children's attention to involve them in more purposeful play. Nevertheless, children readily become engaged when offered an activity of interest to them. For example, some modelling clay was introduced towards the end of the session and all the children were keen to take part. Children occupy themselves with, for example, creating models with interlocking bricks, and by playing in dens that staff have made for them. Some children have fun attempting to walk in adult-sized high heeled shoes.

### Personal development, behaviour and welfare require improvement

Children's welfare is impacted by the lack of staff with current first-aid qualifications. Otherwise, staff interactions with the children are positive. Children arrive and greet staff with pleasure. They sit together at snack time and enjoy friendly conversations. Staff ask about the children's day and show an interest in their time at school. Children play outdoors each day where they benefit from physical exercise. They use scooters and balls or use the school climbing equipment. Staff check daily to make sure gates are secure and that the premises are safe. Food served at snack times is healthy and varied. For example, children enjoy wraps with a selection of fillings. Children generally show kindly attitudes towards each other. Staff are aware of individual children's home languages and personal circumstances. Younger children have a key person, who works sufficiently well with parents to settle children into the club. Parents speak well of the club and say their children enjoy attending. Staff give them verbal feedback about their children's experiences and pass on any messages from school.

## Setting details

<b>Unique reference number</b>	EY487630
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1008313
<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>	3 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Jlr Play Community Interest Company
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07787425799

Home from Home was re-registered in 2015 due to a change of ownership. The club is owned and managed by Jlr Play Community Interest Company, a not-for-profit organisation. Opening times are 3.15pm until 6pm, Monday to Friday, during school term times. A holiday club operates during most school holidays from 8.30am to 6pm, subject to parental demand. There are seven members of staff including the owner, who is also the manager. Of these, one holds a qualification at level 4 and three hold qualifications at level 3.

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