

# Reepham Rascals Out of School Club

Inspection report for early years provision

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**Unique reference number** EY235703  
**Inspection date** 06/11/2008  
**Inspector** Tessa Margaret Betts

**Setting address** Reepham Primary School, School Road, Reepham,  
Norwich, Norfolk, NR10 4JP

**Telephone number** 07771675509

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Reepham Rascals Out of School Club opened in 2002. It operates from the school canteen situated in the grounds of Reepham Primary School and has access to the school hall, library, drama and computer room. The premises can be accessed by both steps and a ramp. A maximum of 24 children from four to under eight years may attend the out of school club at any one time. The club is open each weekday for breakfast club from 07.45 until 09.00 and out of school care from 15:10 until 18:00 for 37 weeks of the year. A holiday scheme also operates from the same premises from 08:00 until 18:00 during the school holidays. All children share access to an enclosed outdoor play area.

There are currently 56 children on roll of whom only two are in the early years age group. The out of school club currently supports a number of children with learning difficulties and/or disabilities. The club currently employs six staff. Of these, two hold appropriate early years qualifications and two are currently working towards a recognised childcare qualification. The provision is registered on the Early Years Register, the Compulsory Register and the Voluntary Register.

## Overall effectiveness of the early years provision

Children have the opportunity to engage in a variety of age appropriate activities within a safe environment. Children are valued as individuals and are supported well by staff to build on their own interests. Children's welfare is generally well promoted. Systems are being developed to further support children in their learning and development both in this environment and through the partnership with other providers. The staff team have a positive approach and show a real commitment to further improving outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to implement the action plan to ensure that half of all staff hold a full and relevant level 2 qualification and that at least one member of staff has a current paediatric first aid certificate at all times when children are present
- improve the partnership between the setting and school so that welfare information and children's progress towards the early learning goals is shared effectively
- continue to develop systems for making observations and assessments of each child's achievements, interests and learning styles and use them to identify priorities and plan motivating learning experiences for each child.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure all staff have sufficient information about the medical condition of any child with long-term medical

20/11/2008

needs (Safeguarding and promoting children's welfare)

## **The leadership and management of the early years provision**

Clear policies and procedures guide staff and inform parents about the service that is provided to meet the needs of the children. Whilst the provision has been able to recruit experienced staff and a qualified acting Manager, they are not able at this time to meet the requirement of at least half the staff holding a level 2 qualification or ensuring that a qualified first aider is present at every session. Through the robust risk assessment a clear contingency arrangement is in place with the school to provide first aid cover on these occasions. Two members of staff are currently undertaking appropriate training, including first aid to address these issues. Secure systems are in place to ensure relevant checks on those working directly with the children are completed to promote the safety of the children.

Staff benefit from a supportive committee. In addition they have made full use of the involvement of their development worker who has invested much of her time to supporting improvement in this setting. Actions raised at the last inspection where the quality of care was judged to be inadequate have been addressed. As a result hygiene standards, documentation, the range of activities provided and improved staff deployment have led to a marked improvement in the overall quality. They show capacity for further improvement as together they are developing the use of a self assessment process to continue to identify their strengths and weaknesses. Whilst positive relationships are enjoyed with parents and further supported through the key person system, links with the school are not yet fully developed to secure a clear channel of communication regarding the progress children are making in the Early Years Foundation Stage within both environments.

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

Staff ensure all children's needs are accommodated after school, recognising that some children are tired, whilst others want to be active. Activities planned allow children to take part in outdoor physical activities such as a game of netball or gym club or rest comfortably in a home made den in the main room. Children are developing a positive attitude towards healthy living with appropriate hygiene practices promoted by staff and the provision of nutritious snacks, drinks and hot meals. Whilst staff generally act on relevant information regarding children's health and dietary needs, they have not paid sufficient attention to understanding and responding to children with long term medical needs. As a result they are not well informed about what action to take if a concern arose. Children benefit from the robust systems in place to keep them safe. Children understand why they need to wear a coloured band when they join in clubs run by the school when they are in the care of out of school club staff. Risk assessments are secure and safety measures are built around the needs of all children attending. This allows children to follow their own interests as they take part in a host of varied activities, either as an individual or in a group. Space and resources are suitably organised so that children

can sit comfortably, relax and be active.

Children are able to independently access a range of resources and equipment for themselves. Through well established relationships with the adults children confidently ask for additional resources to support their chosen activity. Whilst the numbers of children attending in the early age group are consistently very low, staff are able to demonstrate how activities provided can be adapted for this younger age group. Children are able to request favourite play resources or share ideas for future activities through a suggestion box. Those less confident in writing down their ideas are encouraged to make a verbal contribution through discussion with a staff member. Staff are mindful of the six areas of learning to steer children's development when planning. Children are able to build on their understanding of shape, size and measure when constructing with building materials, use coloured ribbons to support their creative skills when making bonfire pictures and consolidate their knowledge of technology as they play competitively on computer games. Children's behaviour is good and their independence is developing as they attend to their own needs. Whilst staff enjoy positive relationships with staff at the school, they have not yet developed secure systems to assess and extend children's learning and development needs based on observational evidence to compliment children's experiences within the Early Years Foundation Stage.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 3 |
| How well does the provision promote inclusive practice?   | 3 |
| The capacity of the provision to maintain continuous improvement.   | 3 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others?                            | 3 |
| How well are children safeguarded?  | 3 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 3 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 3 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 3 |
| How well are children helped to enjoy and achieve?  | 3 |
| How well are children helped to make a positive contribution?   | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.