

# Rebecca's Out of School Club

Inspection report for early years provision

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| <b>Unique reference number</b> | EY392905    |
| <b>Inspection date</b>         | 12/10/2009  |
| <b>Inspector</b>               | Lynn Reeves |

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|-------------------------|--|
| <b>Setting address</b>  | Wessex Province United Reformed Church, Kings Road,<br>Chandler's Ford, EASTLEIGH, Hampshire, SO53 2EY |
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| <b>Type of setting</b>  | Childcare on non-domestic premises   |

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## 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 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.

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## Description of the setting

Rebecca's Out of School Club opened under new management in 2009. It operates from two halls at the United Reform Church and from the Scout hall situated within the grounds of the church hall, in the Chandlers Ford area of Eastleigh, Hampshire. Access to both buildings is good and toilet facilities are on the ground floor. The club serves families from the local area and collects children from local schools in Chandlers Ford.

The group is registered to provide care for 35 children, of these, 15 children may be in the early years age group. It is the club's policy to allow children up to the age of 12 years to attend. The setting is able to support children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are currently 80 children on roll, and 15 of these children are in the early years age range. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The setting opens five days per week from 7.45am until 9.00am and again from 2.45pm until 6.00pm during school term times. A holiday club runs for selected weeks in the school holidays.

There are eight members of staff, including the owner/manager, who work with the children. Of these, seven have a recognised Early Years qualification and one is working towards one at present.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are developing personal confidence and good communication skills in this welcoming and fun environment. Staff have a highly effective partnership with parents which ensures that they are made fully aware of children's unique needs and can take effective steps to meet them. The management and staff are working closely to monitor, evaluate and drive improvement.

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

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

- continue to develop assessment systems in order to match the observations of children to the expectations of the learning goals and to identify learning priorities for each child
- further develop the systems in place to ensure contact details of visitors and the arrival and departure times of staff on duty are recorded

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

All children are safeguarded because the staff are aware of the child protection procedures. They know how to report any concerns that may be identified to protect the children who attend. Written policies regarding safeguarding are displayed to inform parents of the steps that the club takes to promote the children's well-being. There are robust recruitment and vetting procedures in place to ensure all people who come into contact with children are suitable to do so. Staff are actively encouraged to update their training and support each other with sharing ideas and practices. Written risk assessments are carried out to ensure the premises and areas used by the children are safe and secure, including the procedures for taking and collecting children from the local infant schools. The premises are kept secure to prevent children leaving the club unnoticed and children are well supervised to ensure their safety. Children self-register on arrival and marked in the register to ensure head counts are correct. All visitors have to sign in and wear a visitors' badge; however, contact details of visitors are not requested in the documentation. Staff sign in the registers when they arrive for their shift, however, systems are not thorough to record when they leave the premises for school collections, which impacts on children's overall safety.

The sessions run smoothly and the children enjoy their time at the setting because the staff provide a wide range of suitable activities and resources to keep them stimulated and occupied.

The environment and staff deployment is good, allowing children to move freely between the indoor and outdoor areas while continuing to be well supervised. Toys and resources are rotated to ensure that children have opportunities to play with a wide range. Equipment is well organised to allow children to make choices in their play and they are able to request further resources from storage if required. Staff are skilled at differentiating the activities to ensure all children are involved and gain the most from what is on offer, including a range of resources that reflect diversity. Children who speak English as an additional language and those who have special educational needs/or disabilities are catered for well.

Staff and parents have an excellent working partnership that ensures that key information is shared between them. Information is given to parents regarding the Early Years Foundation Stage curriculum and the policies and procedures of the club. Parents are informed about their child's progress verbally at collection time and can make additional comments in their child's learning logs. Parents are welcomed into the setting at any time and through discussion give very positive feedback on how happy their children are at the club. Parents feel staff are very friendly and approachable, that they support the children well and provide fun activities that their children enjoy. The owner is beginning to evaluate the effectiveness of the setting and has made contact with the local schools to work together to promote the individual needs of children in the early years age range.

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy themselves at the club as they self select what they want to play with and suggest future ideas. Children are confident and show an awareness of the routines within the club. For example, on arriving back from school, they hang up their coats, wash their hands and help themselves to a drink and some fruit before going off to play. They chat openly with staff and their peers, sharing experiences with each other. Children learn about their own safety through discussion and their knowledge of the club rules. For example, when walking to and from school, they wear highly visible tabards, hold each other's hands and are reminded to walk away from the kerbs. Staff are vigilant about children's safety during this time and implement very effective risk assessments, which include carrying a first aid box, mobile phone and emergency telephone numbers. Whilst in the club setting, children are reminded not to kick or throw balls around indoors and to self-evaluate the dangers of leaving too many things on the floor, in case others fall over them. Children talk to each other about the safety rules, showing an understanding of the boundaries in place. Emergency evacuations are practised and all staff hold first aid qualifications. Accidents are well recorded and shared with parents and written permission is in place to seek emergency medical treatment if needed.

Children demonstrate a good awareness of personal hygiene as they wash their hands at appropriate times and use tissues when needed. Staff use anti-bacterial sprays to wash down table tops before serving meals and ensure all toys and equipment are cleaned on a regular basis.

Children develop good self-care skills as they help set the tables and pour drinks for each other.

They are provided with a very wide range of healthy options, including a range of sandwiches, fresh fruit, raw vegetables, salad items, yoghurts and biscuits.

Children also enjoy occasional treats or take part in cooking activities to celebrate festivals. Tea time is very sociable as the children all sit together talking about their day at school, or what activities they enjoy doing at home.

Staff complete observations and assessments on the children in the early years age range as they play and use this information to plan suitable activities.

Children's individual needs and starting points are gathered from the parents. However, it is not clear in the records how next steps are being developed for each child or how learning priorities are being identified.

Children interact well with each other, either playing in small or larger groups. They organise themselves well as they play table top football or twister. Staff intervene and help the children set up resources, such as cake decorating. Children use their own senses and imagination to decorate the cakes how they like, talking about the different colours and textures. Extended learning is promoted as staff ask how many cakes there are, what colours they are using, what happens when colours are mixed together. Children use their manners well, playing and working cooperatively as they share the tools and resources. Staff ask open ended questions to make children think and value their ideas as they suggest what they are going to make. Children problem solve as they work out how to use the

sellotape to stick cardboard wheels to the sticks to make cars and wands. Children have full access to outdoor play and decide for themselves if they want to play outdoors or stay inside. They enjoy playing football, ball games and hide and seek with the staff and reap the benefits of fresh air and gentle exercise. Children laugh and giggle with each other as they sing into the Karaoke machine and practise their music skills on their clarinets. Others enjoy just sitting quietly with a book, drawing or making models with Lego and bricks. Children communicate well with each other; they behave well and show consideration of others around them, developing secure social skills to support their future learning.

## 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*

### The overall effectiveness of the early years provision

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **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