

Rascals

Inspection report for early years provision

Unique reference number

EY216773

Inspection date

07/10/2009

Inspector

Graham Martin

Setting address

Broadheath Primary School, Sinderland Road, Altrincham,
Cheshire, WA14 5JQ

Telephone number

0161 928 9537 or 07789748726

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Rascals out of school club opened in 2002 and is registered to care for 50 children. It operates from the dining hall, main school hall, playground and sports field at Broadheath Primary School and serves the local area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 236 children on roll, 14 of whom are of Early Years Foundation Stage age. Children attend for a variety of sessions from Broadheath Primary School and another nearby school. The club currently supports a number of children with special educational needs and/or disabilities. It also supports children who have English as their second or additional language. The club opens five days a week during school term times from 3.20pm until 6pm. With the exception of Christmas and bank holidays, the club is open during school holidays from 8am until 6pm Monday to Friday. There are seven part-time staff who work with the children, and four of these have an early years General National Vocational Qualification at level 2 or 3. Other staff are working towards a qualification. The club receives support from a mentor from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is good, with effective leadership promoting a good capacity for continuous improvement. Parents are happy that their children enjoy coming to the club, feel safe and enjoy good, positive relationships with the adults who look after them. Provision for children's learning and development is good, although opportunities for the youngest children to use computers are limited. Staff provide very good opportunities that meet the needs of all children and also involve them in the organisation of the club. Parents comment that they feel exceptionally well included and staff work well with other partners, such as the school, to provide stimulating learning experiences and resources. All staff are keen to improve provision and keep their training up to date. Staff have begun to observe children's learning but have not yet finalised a manageable system for recording assessments.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to use information and communication technology
- develop a manageable system for recording observations and other evidence of children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff work well together to ensure the children are looked after sensitively, feel safe, have good supervision and enjoy a stimulating time in the setting. They plan imaginative activities, frequently after very good consultation with the children, fostering positive attitudes and enabling the children to make an exceptionally good contribution to the improvement of the setting and the well-being of others. Staff and resources are used effectively and efficiently with careful deployment to ensure requirements are met and the children feel safe, both when transported from another school and in the well protected setting. Resources are stored safely and used well to provide a wide variety of opportunity, for example the imaginative home play area, where older children share the care of baby dolls with younger children.

Robust systems are in place for safeguarding including checking on the employment of suitable staff with annual reviews checking they remain suitable. All visits and activities away from the setting are carefully assessed for risks by a well-trained member of staff. Policies and procedures, which are regularly reviewed and effectively implemented, ensure the children's welfare is protected and the club is efficiently managed. Staff training is up to date and records of training and development ensure that the manager is fully aware of staff skills and any gaps that need to be filled.

The manager and staff respond well to priorities identified from self-evaluation. For example, the effective introduction of a system for children to take greater responsibility to be independent at healthy snack time. Also, a suitable range of resources has been acquired to raise children's awareness of diversity and different traditions.

The club welcomes parents and builds very strong and positive relationships with them through good communication and their involvement in the group. Albums of photographs of the children provide parents with a record of the interesting activities their children have enjoyed, such as their visit to Chester Zoo. Parents are also made welcome to observe activities so that they can see the skills their children are developing. Staff work closely with outside agencies to ensure children's needs are met. Children with special educational needs and/or disabilities are welcomed and supported to enable them to maximise their potential. Specialist advice, and any necessary training or equipment, is obtained through good links with school teaching staff and partnership with the local authority.

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

Children enjoy learning and make good progress. The staff have a secure understanding of the Early Years Foundation Stage requirements. They provide a good range of learning opportunities to support children's development. Outside areas are used well so that each session includes opportunities to take part in

activities outdoors that encourage physical fitness, such as dancing, skipping, running races and building dens. During school holidays, children gain a wider understanding of their community and the wider world from safely organised visits off-site. They also experience great fun, and a good understanding of caring for animals, from a pony riding experience.

Inclusion and raising children's awareness of diversity are built into the club's ethos. There have been hands-on experiences of different cultures, often at the children's suggestion, with opportunities to taste new foods, and music sessions using different instruments. In addition, children consider the greater needs of others in their sponsorship of communities in Rwanda and Zimbabwe. The support children give to each other when sharing activities is exceptionally good, with the children from the two different schools coming together to support and help each other in their enjoyment of learning.

Staff plan activities to cover all of the required areas of learning for young children. An effective key person system is in place so parents and children know who to approach with any concerns. Staff make good use of the 'all about me' questionnaires that children and parents complete together, giving them a good picture of each child's learning needs. They make regular observations of children's learning, noting any special steps in their progress, with photographs and samples of work as supporting evidence, although a manageable system of assessment has not yet been fully developed. The children are developing well as independent learners, confidently choosing activities and asking for particular resources or help if they need it. They discuss their ideas thoughtfully with their key worker, for example, when creating play dough models. All are keen to learn and try new things and concentrate well to complete their chosen tasks, such as setting out the healthy menu and prices in Rascals' cafe. However, they have insufficient opportunities to use computers and develop their information and communication technology skills.

Children are learning to look after themselves well and are developing an awareness of the benefits of a healthy lifestyle. They take an active part in sports and games, know how to play safely and think carefully about any likely hazards when deciding which activity to try.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	2

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

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