

Rascals Before + After School Club

Inspection report for early years provision

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Inspector

Susan Esther Harvey

Setting address

St. Bartholomews C of E School, The Rosary, Wootton Bassett, Swindon, SN4 8AZ

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Type of setting

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

Rascals Before and After School Club has been registered with its current owner since November 2009. It operates from within St. Bartholomew's Primary School in Wootton Bassett, Wiltshire. The club has use of a mobile classroom which includes fully inclusive toilets, the school hall and associated area as well as the outside play areas. The club is open from 7.45am to 8.45am and 3.15pm to 6pm each day, during term time.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children under eight years may attend the club at anyone time. There are currently 29 children up to the age of 11 on roll, some in part-time places. The club is able to care for children with special educational needs and/or disabilities.

There are five staff members who work with the children, all of whom have appropriate qualifications. One staff member has an Early Years Foundation degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well cared for in the Rascals Club. Every effort is taken to help children in the Early Years Foundation Stage settle into a welcoming, inclusive environment. One of the strengths of the club is the excellent link between the reception class teacher in the school and the liaison staff member in the club. Staff are committed to furthering their professional development by attending training events. Staff have evaluated their practice using a national assessment programme and as a result, their capacity to improve the setting is fully maintained. The club has a strong caring ethos; older children 'buddy up' with the younger and new children and staff, who are well established, work well together as a team.

What steps need to be taken to improve provision further?

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

- ensure the outside area immediately adjacent to the mobile is safe for children to use.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their responsibility to safeguard children. All have attended the latest training in order to keep themselves up-to-date with the current legislation. Staff are well-established within the club and are very familiar with the children's individual needs. There is a detailed risk assessment and record of areas

to be checked with regard to children's safety, both inside the classroom and out in the surrounding school grounds.

Planning for children attending the club, who are in the Early Years Foundation Stage, is gathered from a range of sources. For example, there is an excellent partnership with the school in ensuring that the interests of the children continue as part of the planned activities in the club. Both contribute to the children's learning through the use of an effective learning scheme. Children's next steps are identified and followed through, either in the club or during the day. Through this, children's individual interests are pursued and extended. For example, the children's interest in an art activity in school was transferred to the evening, which was enjoyed by all the children. This particular interest concerned dinosaurs, for which children enjoyed creating a different type of display in the club, using crayons and felt tip pens. Information is shared each day between the school and the club with parental permission, so that there is continuity of care and learning between the two settings. Parents say they are pleased with the progress children are making in the club and that the positive links between the school and the club help with the children's social development. Staff are well informed about the Early Years Foundation Stage framework and use this to ensure that the next steps to children's learning are clearly identified.

The club is well resourced and children know what is available for them to use. They have choices about what they would like to play with from a well stocked cupboard of board games and craft material. The environment is bright and stimulating where children learn and enjoy their time. Most of the displays are their own work with the help of the other children attending the club. Children say they enjoy going to the club each day; they are beginning to feel part of the way it is organised through the Club Council. All children have the chance to contribute with their ideas. Children in the Early Years Foundation Stage join in the decision making process in the club, such as the planning of activities and what snacks to have. Staff are very inclusive in their practice as equality and diversity are promoted in many ways. This includes maintaining support for individual children and working closely with parents and school staff.

Staff have a system in place for reviewing and evaluating their practice. The Aiming High assessment scheme takes into account the views of children and parents and looks at ways of improving the service provided for the children and their families. The staff have identified areas in which they would like to improve, such as building on the information already given to parents and to improve the outdoor area adjacent to the club building. The buddy system operating in the club, as well as a staff member allocated as a key worker for the children in the Early Years Foundation Stage are a benefit to these children. The system works well and the older children willingly volunteer to support the young and new children who attend. Daily information is shared with parents about their child's day in school, as well as other information which includes the children's learning journal that covers their progress. A general scrap book contains all children's craft contributions and has comments from the children and the parents with their opinions about the club and what it provides.

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

Children's health is promoted through the provision of healthy snacks, regular fresh air and frequent access to fresh drinking water, especially in hot weather. Children are able to contribute to their snack choices. They spend time together after school, eating their snack around a table and listen to what sort of day they have had and how they are feeling. Each child is given the chance to speak and is respected for their feelings and the information they share. They can contribute to a 'feelings' poster where drawings of how they feel are added, being happy, ok or sad. Staff encourage children to be kind to each other and any concerns the children might have are quickly followed up. All the children have agreed to the 'golden rules' by providing a thumb print, confirming their agreement. Staff are good role models in managing behaviour and as a result, children are learning to behave in a calm and positive atmosphere while developing their social skills for the future.

Children are very familiar with the school grounds and know the boundaries when using the outside area. They know how to keep themselves safe through the sensible approach staff have towards educating children about any hazards. For example, staff talk with the children about the consequences of their actions while playing outside near to the exterior of the mobile and its rough surface. However, some sections of the area immediately adjacent to the mobile pose a safety issue for children. Children learn about the world around them and take part in planting and nurturing seeds, as well as monitoring where they go on holiday and what country is visited the most.

Throughout their time in the club children are fully occupied. They have the opportunity to develop their information and communication technology skills on a laptop. They are able to relax in the club yet still learn from their interests and research into such things as African art work and masks which celebrate African culture. Children in the Early Years Foundation Stage are able to contribute to the games played with others. They go on a bear hunt looking for 'treasure', collecting feathers, leaves and flowers. They listen to stories about bears and provide interesting facts and jokes while sitting with the other children at snack time. Children have fun playing the game of 'Operation', taking time to grasp the organ 'bits' with tweezers before the buzzer goes. Overall, children have a lovely time in Rascals Club; they make friends and relax after school.

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	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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