

Little Rascals Out of School Club

Inspection report for early years provision

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Inspector

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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

Little Rascals Out of School Club opened in 2009 and is run by a private provider. It operates from the cellar basement in St Alban's School in the Pelaw area of Gateshead. The out of school club is open Monday to Friday from 7.50am until 9am and from 3pm to 6pm during term time. During school holidays it is open from 8am to 6pm. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 30 children at any one time. There are currently 50 children from three to 12 years on roll. The out of school club employs four staff. Three of the staff hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The out of school club is open and accessible to all, offering an inclusive environment. Children make satisfactory progress as they take part in planned activities based on the Early Years Foundation Stage. Observation of children's progress is in the very early stages of development. Basic links have been developed with other providers of the Early Years Foundation Stage. Good procedures are in place to ensure children's safety and health, and the environment promotes children's welfare. Partnership with parents ensures that there is an exchange of information about their child while at the club. Some steps have been taken to identify how the club can improve its practices.

What steps need to be taken to improve provision further?

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

- ensure effective communication between settings to ensure that children's needs are met and there is continuity in their learning
- observe, analyse and use what you have found out about the children to plan for the next steps in their learning
- make learning plans for each child based on information gained from talking to them, their parents and other staff, and observations
- develop procedures for parents to be able to review their children's progress regularly and contribute to their learning and development
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Required record keeping systems, policies and procedures are in place to ensure that the club runs smoothly. Staff have a suitable understanding of policies and procedures, which are implemented well. In particular, they have a clear

understanding of the action to be taken to safeguard children from harm. Effective recruitment procedures ensure that staff have appropriate qualifications and are deployed effectively to ensure children's safety while attending. Comprehensive risk assessments are carried out. Staff check the premises daily to ensure there are no hazards. This is supported by a detailed written risk assessment of all possible hazards, which is reviewed on a regular basis. Children contribute to written risk assessments for specific activities, such as baking. Identifying possible hazards helps them to learn about how to keep themselves safe.

Robust recruitment procedures ensure that staff are suitable for their roles. Weekly staff meetings provide opportunities for discussion about the running of the club and for staff to identify any training needs for themselves. They have previously attended training for the Early Years Foundation Stage in an out of school club and a course for the inclusion coordinator. There are no formal systems in place to monitor and evaluate the provision, however, staff are able to discuss some areas that have been identified for improvement. For example, they have highlighted the need to attend training for carrying out observations of children's development. The playroom is well organised and presented. Colourful posters are displayed alongside children's artwork, which gives them ownership of the environment. Resources are arranged on low level shelving, which enables children to make their own choices about what they would like to do. Positive images are reflected in children's artwork which they have completed when celebrating different festivals. This helps them to learn about the wider world. The special needs coordinator has a good knowledge of her role to assist any children identified with special educational needs and/or disabilities.

Satisfactory relationships have been developed with parents. They are kept up-to-date with their child's time at the club through discussions when they drop off and collect their child. Parents and children are currently being asked about their opinion of the club through questionnaires. Staff stated that these will be analysed when they are returned and any issues that are highlighted will be addressed. Development records have not been developed, so parents are unable to see how children are making progress and unable to contribute information from home to give a full picture of progress. Staff have developed relationships with staff at the schools where they collect children from so that information regarding the welfare of the children can be passed on. However, the exchange of information does not include children's learning and development so that the club and school can offer continuity. Parents stated that they are happy with the standard of care and feel confident that they could raise any concerns with staff.

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

During the settling in procedures for new children, staff obtain and record suitable information about children's needs. Children complete an 'all about me' booklet about their likes, dislikes and family at home. This helps staff to learn about the child. Weekly plans detail activities that they can take part in and these are linked to the Early Years Foundation Stage. However, they are not broken down into what the learning aims are for individual children. Some observations of children

have been completed. However, these have been done when staff have a concern about a child's development, rather than carrying them out on a daily basis for all children so that they can plan the next steps in their learning.

Children are happy and settled at the club and take part in an adequate range of adult-led and child-initiated activities to support the areas of learning. Their writing skills develop as they write about their day in school and whether they feel happy or sad. In the early stages they draw a picture to represent how they feel and staff write the words for them, helping them to understand that print has meaning. Number is used in everyday activities. On arrival, children are asked to work out how many children will be present and to set out sufficient chairs for their tea. Outings take place in school holidays into the local environment. Children show an interest in the world they live in as they look at plants and flowers when out sightseeing. They are involved in physical activities. Indoors they learn to manage their body in a confined space as they play pass the ball. They help to set up obstacle courses and then take part in using them. Imagination is stimulated as they dress up and act out things that they have seen on the television, such as a talent show.

Children's welfare is promoted well. They demonstrate a good understanding of the importance of good hygiene and a healthy lifestyle through consistent daily routines, such as washing their hands before they eat. Meals are freshly prepared by staff and children have been consulted about what their favourite meals are. They have taken part in fruit tasting so that they become aware of the wide range that they can access. In particular, they enjoy the fresh pineapple that they have for dessert. Staff help children to learn about how to keep themselves safe, and children show that they feel safe in the care of staff by being happy to talk to them about anything that occurs outside of the club. Regular evacuation procedures are practised, which helps children to understand what the procedures are in such an event. Necessary records are in place for parents to give their consent for staff to administer and record medications and any accidents that might occur. Children are well-behaved. They have been involved in developing the club rules and show a good understanding of the boundaries that have been set. They are making friends, joining in with team games and learning to respect each other and those with diverse needs as they follow the good example that staff set.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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