

Little Rascals Out of School Club

Inspection report for early years provision

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Inspector

Tina Kelly

Setting address

North Watford Methodist Church, The Harebreaks,
Watford, Hertfordshire, WD24 6NF

Telephone number

07763 214360

Email

info@littlerascalsoutofschool.co.uk

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 was registered in 2003. It operates from the North Watford Methodist Church hall in The Harebreaks, North Watford, Hertfordshire. The club has use of the main hall, kitchen, cloakrooms and a secure outside play area.

The club is registered on the Early Years Register and both parts of the Childcare Register. They may provide care for a maximum of 30 children at any one time. The setting operates term time only and is open every week day from 8.00am to 9.00am and from 3.00pm to 6.00pm. Providing a breakfast club and out of school care. There are currently 44 children from four to eleven years on roll. Three are in the early years age range. Children attend for a variety of sessions. The club supports children with disabilities and /or learning difficulties. They also support children with English as an additional language. The club employs eight members of staff. Over half hold appropriate qualifications. The setting has support from the local authority early years development team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully promote children's welfare and learning. They know the children and their families well and respond effectively to their individual needs. Partnerships have developed with the schools that children attend to ensure continuity between each setting and with home. A process for evaluation has been established, the proprietor and staff work well together to address areas for development. Strategies are in place for the setting to enable them to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to identify strengths and priorities for development to continue to improve outcomes for all children.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded. Appropriate policies are in place, staff are aware of the procedures to follow if they have concerns about a child. Staff keep their knowledge of safeguarding up to date with regular training from the Local Safeguarding Children Board. Robust recruitment procedures are in place to ensure staff working with children are suitable to do so. Procedures and routines have been developed to support the children's understanding of safety. As children are

walked back from the local schools road safety is a high priority. Appropriate crossing places and sensible behaviour are part of the guidance provided for staff and discussed with children when walking to and from the setting. Risk assessments have been developed for each of the school routes. Appropriate risk assessments are in place to monitor all areas of the building to ensure a safe setting for children to play. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe independently of adult prompts. Staff are vigilant with regards to promoting a healthy lifestyle. Cloakroom routines are well managed. Children are provided with nutritious and healthy options at breakfast and tea times. They have an increasing understanding of how exercise plays an important part of a healthy lifestyle. They talk about how they feel as they come into the setting after walking from school.

The proprietor and staff team work well together. They meet regularly and share information about the provision and the children to support their care and learning. A system of evaluating practice has been established. The information is not used fully to improve overall practice and the provision for children. Parents and children are not included in the process. A recent review identified the need to ensure staff qualifications reflect current requirements. Three staff are enrolled on relevant play work courses. Recommendations made at the previous inspection have been met. This has enhanced the practice of the setting and outcomes for all children.

Staff have formed good links with the schools where the children attend. Procedures for safe collection from designated points within the school maintain the children's safety prior to collection. Staff who collect the children are identified as their key persons, this works well as they have regular contact with the school. Information from schools is shared with parents to ensure they are fully aware of their children's routines and issues arising at the different settings. The setting notifies the schools of children's attendance at the out of school club. These procedures ensure that all other settings where the children attend are aware of the club's commitment to the early years foundation stage and provides consistent support when needed. Information for parents to keep them informed of day to day issues is on display. A comprehensive web page contains the policies and procedures of the setting. The setting promotes children's welfare, learning and development in line with the principles, practice and requirements of the Early Years Foundation Stage. Those in charge of the setting have a good understanding of the strengths and weaknesses of the provision and take effective steps to improve the service and outcomes for all children.

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

Children make good overall progress in developing personal qualities that enable them to take responsibility for tasks and develop skills for the future. Children display a strong sense of belonging and security within the setting and all appear settled and happy. They are well behaved as they walk back from the different school sites. They are keen to assist in setting out the tables for tea as they come into the hall. They are very familiar with the routines, helping staff with the lay out and setting out of toys and games. Children are motivated and interested in a

broad range of activities and take responsibility for choosing what they do.

Staff manage the use of the outside play area well. A range of appropriate toys and equipment has been provided which is based on the children's interests. Children are busy and fully engaged in both planned and child initiated activities. Resources are well deployed, children have free choice from a wide selection that is readily available.

Children's self esteem and sense of belonging is highlighted as they are able to find the models they had made the previous day and extend and develop their own play ideas. Children play and work alongside their peers successfully, they understand the need to co-operate and resolve situations by themselves. Staff know the children well, they are fully aware of the backgrounds and individual needs. Adults actively promote equality and diversity and tackle any unacceptable language and behaviour.

An effective settling in process ensures children in the early years age group are well supported. Children are linked to a child already attending to give them confidence and to ensure they understand the routines. This buddy system works well. Observations over the first few weeks ensure they are coping with the new group setting, making decisions for themselves about their play and making new friends. The information is recorded so staff can evaluate and monitor their progress at the setting. Children in the early years age range have their individual needs well met.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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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

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