

Rascals 2000

Inspection report for early years provision

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| Unique reference number | 205422 |
| Inspection date | 21/03/2011 |
| Inspector | Valerie Fane |

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| Setting address | Ronkswood Community Centre, Canterbury Road, Worcestershire, WR5 1PJ |
| Telephone number | 01905 359578 |
| Email | |
| 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 2000 Out of School club is a privately run setting which opened in 1995 and operates from two rooms within Ronkswood Community Centre in Worcester. It has strong links with two local schools. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 3pm until 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the club at any one time all of whom may be on the Early Years Register. There are currently two children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 12 years. There were no early years age group children present at the time of the inspection.

The club employs three members of child care staff. Of these, all hold appropriate early years qualifications at Level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well at the club and develop close relationships with staff and with other children from both schools. Older children are considerate of younger ones when they are playing. They make progress in their learning because staff plan and provide appropriate activities linked to the areas of learning and have some knowledge of children's individual learning needs. However, opportunities for outdoor activities are limited except in summer. Children's welfare needs are met because staff obtain most legally required information from parents and develop a good relationship with them. The owner and her staff work closely together and are committing to developing the club to improve outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider (Documentation). 04/04/2011

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

- improve the opportunities for children to play outside
- improve the use of observations to identify learning priorities for each child

The effectiveness of leadership and management of the early years provision

Children are protected because all staff have attended safeguarding training and have updated this recently. They have a secure knowledge of the possible signs of abuse and are familiar with the procedures to follow if they have concerns about a child in their care. All adults working with the children complete checks to confirm their suitability including a Criminal Records Bureau check. Children receive care in a safe and secure environment because the owner and manager have carried out risk assessments and put suitable procedures in place to ensure children's safety. They adapt these to meet changing needs. For example, they plan routines to minimise children's need to use the communal toilet facilities at times when other people are on the premises.

Children thrive because staff work well with their parents. Parents have easy access to the comprehensive set of policies and procedures that are in place, and these are effective in practice. Parents provide almost all legally required information before their children attend but the admission form does not include a request for the name and address of all parents or carers known to the setting. This omission is a breach of the welfare requirements. Children's individual needs are identified when they join the group because parents are invited to bring them to a taster session which gives staff opportunities to talk to children and their parents. Ongoing information about children's particular needs is exchanged verbally when parents collect their children. Children attend two local primary schools and benefit from continuity of care because staff have good relationships with both schools and share information with the relevant reception class teachers.

The owner and her staff work well together and aim to provide a safe and friendly place for children to come after school. They have made a number of improvements since the last inspection so children now enjoy a healthier range of snack options and are more involved in planning the club activities. Plans for the future will continue to enhance outcomes for children because these include further involvement for them in planning activities and a broader range of activities such as nature walks. Children use a good range of resources and benefit from the care and support of well-qualified staff. Staff have a secure understanding of ways to support children for whom English is an additional language and how to include their culture in the planned activities so that they feel valued. No children with special educational needs and/or disabilities currently attend the club but the staff understand how to support such children's particular needs.

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

Children settle well at the club and develop close relationships with staff. Children develop good social skills because ones from the two different schools mix happily together. They make progress because staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage. They understand how to plan and provide an appropriate balance of free play and planned activities that meet children's needs out of school hours. They informally observe children and are therefore developing an awareness of children's learning priorities, but this is an area for further development to improve their support for children's learning as they play.

Children behave well and are enthusiastic learners. They like to play with favourite toys and when younger children are present the staff put out toys that they know are favourites. They develop imaginative play with dolls and small world toys such as animals. They celebrate festivals, such as Mother's Day, by making certificates for the 'World's Best Mum' and cards. They self-select from an interesting range of craft materials, such as paint, glitter and sequins, to make their own cards and use tools such as glue sticks. Children develop skills for the future using technology toys such as an interactive games console and playing table top games, such as four in a row. They learn to share and take turns fairly with the equipment and games.

Children learn that others are less fortunate than themselves because they take part in activities linked to charity events and talk about the charities that the events are for. They celebrate festivals, such as Eid and Shrove Tuesday, to increase their awareness of their own and different cultures and sometimes try to find out for themselves the reason for celebrating the different festivals.

Children develop a satisfactory awareness of healthy lifestyles. They have a good choice of nutritious snacks at the club. For example, they have a choice of bread or toast with a selection of savoury toppings, including marmite, cheese and cold meat, with fruit and vegetables also on offer. They get regular exercise as they walk to the club from school and in summer they have opportunities to play outside on a regular basis, but opportunities for outdoor activities are limited at other times of the year. They have occasional opportunities for indoor exercise in the large hall. Children learn about road safety as they walk from school and are aware of how to act in an emergency because they have regular fire practices.

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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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 3 |
| The effectiveness of safeguarding | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| 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

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| 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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