

Rise Park Out of School Club

Inspection report for early years provision

Unique reference number	EY332199
Inspection date	16/06/2011
Inspector	Sharona Semlali

Setting address	Rise Park Infant School, Annan Way, Romford, Essex, RM1 4UD
Telephone number	01708 738184
Email	riseparkfunclub@aol.com
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 assesses 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 0300 123 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

Rise Park Out of School Club is privately owned. It opened in 2006 and operates from the main hall, with access to the infant playground that has an adventure gym. The club has access to the playing fields and it uses the toilet and hand washing facilities within Rise Park Infant School. It is situated in a residential area in Rise Park, in the London borough of Havering. A maximum of 24 children aged four to eight years may attend the club at any one time. It is open each week day from 3.15pm to 6.00pm term time only. All children share access to a secure outdoor area. There are currently 61 children aged from four to eleven years on roll. At the time of inspection 22 children attended the club of which three are aged four to five. Children attend Rise Park infant and junior schools. The club employs five members of staff, three work on a part time basis. Three members of staff have a National Vocational Qualification (NVQ) at level 3 in Early Years Care and Education whilst the other two have an NVQ at level 2 in the same qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of the provision of the Rise Park Out of School Club is good and it is mostly successful in meeting the welfare, learning and development needs of children in the Early Years Foundation Stage. Children thoroughly enjoy and look forward to going to the club at the end of the school day. The partnerships with parents and carers and the local schools are a key strength in enabling the club to meet the needs of all the children. However, activities to develop children's understanding of different cultures are underdeveloped.

Regular self-evaluation by the manager and staff ensure that the provision constantly responds to the changing needs and interests of the children that attend the club.

What steps need to be taken to improve provision further?

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

- ensure safety sockets are in place, where unused electrical sockets are accessible to children
- increase the amount of activities that will help to improve the children's cultural understanding that reflects and represents the children that attend the club and the world around them

The effectiveness of leadership and management of the early years provision

The club gives high priority to children's safety by ensuring that the essential employment checks are carried out on staff before they start working with children. The accommodation is very safe and secure. All essential policies including child protection and health and safety are in place and fully meet statutory requirements. Daily risk assessments on resources and on the premises reflect the strong emphasis that is placed on identifying any risks that may harm the children. However, there are no safety sockets in place in the hall where unused electrical sockets are at the children's height.

The club has a highly positive relationship with most of its parents and carers who feel that they can approach staff to discuss their child's needs. On the day of the inspection a parent said, 'if this was to close my child would be devastated. I wish it would be open during the summer holidays.' All of the parents and carers feel informed about events that happen in the club.

Good partnerships are well established with the local schools which make a strong contribution to the development of the children's well-being beyond the school day. Essential information about the children's learning and welfare is shared regularly between the club and the school staff therefore enabling them to identify and support individual needs. Some of the staff at the club work with the children during the daytime at school and therefore have a good knowledge of each of the children's backgrounds. The Early Years team is supporting the club with planning for the children in the Early Years Foundation Stage which has now become much more personalised for them and is very much child led and related to topics being studied in school.

The club provides a range of rich resources for both the indoor and outdoor activities that cater for the different needs and interests of the children. Equal opportunities is promoted well and planning is adjusted regularly ensuring that both the needs and interest of the boys and girls are taken into consideration. On the day of inspection most of the younger ones chose to wear the dressing up clothes to play on the scooters and bicycles outside, whilst others were inside making fathers' day cards. Staff are fully utilised and support and play with the children throughout the session. There is a comprehensive staff rota and adults are clear about which activity they are responsible for on a particular day, enabling the children to have easy access to them when needed. Activities to develop children's understanding of different cultures are underdeveloped.

The manager consistently communicates high expectations to staff about securing improvements resulting in high levels of engagement and enjoyment by all of the children who attend the club. The club also seeks to make improvements to the provision by seeking the views and interests of the children. The manager and staff are very clear of its strengths and areas for development. Actions taken are well-chosen and carefully planned. The club has successfully addressed most of the recommendations from the last inspection and has good capacity to

continue to improve.

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

The club is very popular and established amongst parents and carers. It is a place where children of all ages are eager and excited to attend at the end of the school day. It is a place where they can play, socialise, relax and release their excess energies. On the day of the inspection one of the children said, '...it's not like any other club. It's different and fun. If I ask to play on the scooters then staff get them out for me. It's great...' This demonstrates the positive relationships that the children have with the adults.

Children feel secure and safe at the club. They feel safe as they have established routines such as knowing where to safely put their belongings so that they do not interfere with their play. They feel that staff are kind and will listen to them but will also let them know if they need to adjust their behaviour. On the day of the inspection, the older and younger children played well together in all of the activities. Children show good responsibility within the setting by helping to tidy up at the end of the session. Their behaviour is good at all times, respecting and caring for each other regardless of age which is in line with staff high expectations.

Children show good awareness of what constitutes a healthy lifestyle. They are able to choose from a wide range of healthy snacks such as cereals, a variety of fruit and juice. Children routinely wash their hands before they eat their snacks. Most of them engage in a variety of activities such as energetically climbing on the adventure gym in the playground, some play ball games, others play on the bicycles and scooters whilst a few play chasing games. Staff encourage the children to be independent at snack times by getting the younger ones to pour their own drinks, butter their own toast and help themselves to fruit which is put into the middle of the table.

Staff planning, observations, consultations with the children and support from the Early Year's Team have helped to significantly sustain the children's high levels of interest and engagement and promote their independence and self confidence. Planning shows that activities are tailored to the diverse needs of all the children who are given good support by staff who skilfully know when to intervene and when to leave the children alone.

A couple of the children chose to play different number games on the computer and staff posed further challenges to support them with developing their number and problem solving skills through the different open ended questions they were asking whilst they were playing.

The quality and diversity of resources used by the children is good as they represent different ethnic backgrounds. However, there is an insufficient range of activities that help the children to further develop a better understanding of their

cultural knowledge that reflects the diverse background of the children who attend the club and the world around them.

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

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	2
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