

Rockets OOSC Limited

Inspection report for early years provision

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Inspection date	14/06/2011
Inspector	Jayne Rooke

Setting address	Clapham Terrace Cp School, Clapham Terrace, LEAMINGTON SPA, Warwickshire, CV31 1HZ
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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

Rockets OOSC Limited registered under a new name in 2010. The Out of School Club operates from a large room and associated facilities within Clapham Terrace Community Primary School in Leamington Spa, Warwickshire. The Out of School Club serves the local and surrounding areas and has strong links with the school. The Out of School Club is accessible to all children and there is a fully enclosed area available for outdoor play.

The Out of School Club is open each week day, during term time only. Sessions operate from 8am to 8.45am and 3.15pm to 6pm. A maximum of 24 children may attend the Out of School Club at any one time. There are currently four children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six members of childcare staff. Of these, four hold appropriate early years qualifications. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy a stimulating and varied range of play and learning experiences, which offer good levels of challenge across the Early Years Foundation Stage programme. Observation and assessment information is used well to identify and support each child's learning needs and interests. Staff engage well with the children, offering a positive and inclusive environment. Consequently, children feel happy and settle well. Partnerships are strong and supportive, leading to a well-organised setting. Policies and evaluative procedures are reviewed regularly and generally work well in practice, to ensure children's safe care.

What steps need to be taken to improve provision further?

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

- improve risk assessment procedures relating to children's unsupervised access to the toilets
- develop further systems to encourage a culture of ongoing self-evaluation.

The effectiveness of leadership and management of the early years provision

Children's safety and well-being is valued as staff pay close attention to their individual care and routines. Staff recognise the signs and symptoms of abuse and

what to do if they have concerns about a child's welfare. They conduct regular safety checks of the premises and equipment to ensure children can play and move around safely. Written risk assessments are generally thorough in their detail, but do not always take into account risks associated with children going to the toilet unsupervised. However, this has minimal impact on children's safety overall, because staff ensure that children inform them when they are going to the toilet alone and are vigilant about their return. Comprehensive written policies, covering all aspects of the provision work well in practice to ensure the safe and efficient management of the setting.

Children develop a positive attitude and an active approach towards equality and diversity through practical and meaningful activities and projects. This helps them to respect and value the views, feelings, traditions and beliefs of others. Children's individual needs are effectively supported, promoting a fully inclusive environment for all.

The management team take time to review their practice, taking into account the views of children and parents. Through discussion and meetings they consider what works well and identify key areas for development. This results in continual improvements to the use of resources, which benefit children's learning and ongoing enjoyment. However, systems are not yet fully developed to encourage a culture of ongoing self-evaluation.

Staff are committed to promoting high standards of care, attending regular training course to enhance their knowledge and skills. They use their existing professional expertise to best effect to plan a broad range of stimulating activities, which children thoroughly enjoy. Consequently, rooms and resources are bright and welcoming and readily accessible, encouraging children to make informed choices about their play and learning.

Strong partnerships exist between the setting and the school. This helps children to transfer smoothly from their day time routines to the relaxed and enjoyable events in the after school club. Staff know the children well, ensuring that each child receives consistent care. Parents are active participants in the management and organisation of the committee. They are fully informed of what their child will be doing through daily discussion, shared development records, displayed activity plans, forthcoming projects and children's artwork. Parents state that they are more than happy with the care and service provided. Older and younger children express positive views about the types of activities they enjoy and the care they receive.

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

Children are actively engaged in a well-balanced programme of activities which cover all areas of learning. Staff skilfully observe and monitor children's progress, based on each child's interests and capabilities. They use the information obtained to plan meaningful and purposeful activities which enhance children's future learning and development. For example, younger children settle happily to play

with older children, engaging in imaginative role play. A wide variety of art and craft activities inspire children's curiosity and interest. They make marks and patterns in the paint, using their hands, fingers and a range of tools to create, design and enjoy the sensory textures. Writing and drawing materials are freely accessible, enabling children to express their thoughts and feelings through creative pictures and written poetry. Young children develop the skills they need to write recognisable letters to form their name and write sentences in their stories. Children take pride in their surroundings. They willingly contribute to artistic displays, hanging up their paintings to dry and help to tidy away the toys. They understand and follow clear rules for being kind to each other and taking turns to use the play equipment. They make considered choices and decisions about what they want to do, delighting in active games and play outdoors.

Children enjoy the benefit of being in their own school environment, managing their own personal hygiene routines with confidence and independence. They have good access to computer resources to enhance their technology skills and consolidate their learning. Children concentrate and persist with a broad range of stimulating learning and development experiences, which offer them good levels of challenge. This helps them to take responsibility for their learning and to develop strong skills for mathematical and scientific enquiry.

Consequently, children make good progress towards the early learning goals. They feel safe, lead healthy lifestyles, make a positive contribution and achieve and enjoy to their best potential.

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	3
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
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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