

Rainbow Out of School Clubs at Woodlands

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

Rainbow After School Club Ltd - at Woodlands, originally opened in 2004 and re-registered in 2011. It operates from two classrooms at Woodlands Infant School, Tonbridge. A maximum of 24 children may attend the setting at any one time. The club is open each weekday from 3.15pm to 6pm, term time only. All children share access to an outdoor play area. Children attend from the Woodlands schools. The club employs staff who work with the children. Two out of three staff hold relevant qualifications.

There are currently 34 children on roll, of which four are in the early years age range. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities.

A ramp facilitates access for children who may require disabled access.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The out of school club staff have sufficient knowledge and understanding of the Early Years Foundation Stage to effectively promote most areas of learning and welfare needs of younger children. However, resources that help children to understand and celebrate a diverse society are limited. Children enjoy their time at the setting and participate in the different activities available which covers the six areas of learning. Sometimes, the management of behaviour is not always consistent amongst staff at the setting. The setting has produced an evaluation system to initially assess their service for children and parents, but they do not currently use this a tool to continually evaluate and plan for their continuing improvements. The partnerships with parents and other professionals is evolving. Staff have mainly positive relationships with parents who converse with staff on a daily basis about their child's time at the club.

What steps need to be taken to improve provision further?

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

- develop consistency strategies for behaviour management by all staff
- further develop the system to record any administered medication
- make resources reflecting positive diverse societies accessible to children at all times
- develop and use systems to continually evaluate the effectiveness of the service.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well within the setting because staff supervise children closely and appropriate equipment is in place to promote their safety. All suitability checks have been completed on all staff and records are available and accessible at all times. Staff are fully aware of the importance of not leaving anyone who is unvetted alone with the children. A detailed folder of policies and procedures are in operation with some displayed for parents information on a daily basis. Staff have a clear knowledge and understanding of their responsibility towards protecting children from harm and know the procedures to follow in the event of a concern. Effective fire drills are carried out on a regular basis and recorded well to promote safety for all children who attend. Good risk assessment are carried out on a daily basis to ensure children play in a safe, stimulating and secure environment. Staff are vigilant at all times watching when other parents come to the school to collect their children from school clubs, to make sure the children attending the setting are within visual supervision. A comprehensive arrival and departure system is in place to ensure children's attendance is recorded accurately at all times. Staff know their duties well as to who is collected after school from which classroom, and who is collected later from school clubs. All relevant permission is in place for all aspects of their care. Although the setting has not administered any medication to date, there is no system in place to record future administration.

The manager of the setting has completed an initial self evaluation to assess the service at the time of completion, although there is no current system to continually evaluate the effectiveness of the provision for the children and their families. The staff are aware that the setting uses the environment to its full potential during good weather but that their environment is limited during cold winter months. Some limited action plans are in place to remedy this by providing interactive electronic games when they are not able to access outside area. Children have access to an adequate range of resources reflecting learning and development in all areas of the Early Years Foundation Stage. Children can select further resources via a photograph album showing all the resources that are stored in cupboards. Children are actively encouraged to ask for further resources, although staff are quick to add suggestions and further ideas to their play. For example, children playing hairdressers are asked if they want to the camera to take photos of each other.

The settings promotion of equality and diversity is satisfactory. Staff treat all children with respect and are aware of their characters and personalities and act accordingly to these. They are aware of their interests and strive to acknowledge these through conversations and accessible resources. However, the resources that reflect positive images of today's society are limited and not always accessible to children to make informed choices.

The setting has appropriate engagement with parent and is keen to establish partnerships with other professionals. Parents converse with staff on a daily basis and staff do their utmost to talk to staff about their children's time at the club and relay limited information from school to their parents. For example, one early years age child was handed over by the class teacher to staff with a message that she had not been feeling herself today, staff made sure this message was relayed back to the parents on collection. Parents have access to sufficient information displayed

on the information board including staff details, complaints information and the setting's registration certificate.

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

Children at the after school club arrive happy and settle in well. Staff are skilled at allowing children to make their own decisions about play. Children quickly find activities and once the outside area has been checked, decide whether to play inside or out. There are more children attending the club in the older age group on the compulsory and voluntary part of the Childcare register than those in the Early Years register. However there are only a few times when the older children's play has inappropriate impact on the play of the younger children. Staff demonstrate how the needs of the children in the early years age range are included in the overall planning of the activities and themes. Their development is effectively tracked using observations of their achievements linked to the six areas of learning within the Early Years Foundation Stage. Staff are fully aware of individual children's interests and promote these well through conversations, listening to their discussions and requests for further resources.

Children benefit from the free flow system of play inside and out. They thoroughly enjoy exploring the environment outside, either on the play ground or in the wooded area, using this to make camps and dens to promote their imaginations and creativity. Children can freely make inside by accessing paper and drawing materials and have access to a range of books for differing abilities. Children enjoy reading to themselves, their peers and the staff. Staff encourage children's early writing skills by talking about the environment around them, asking children to take photos of it and writing a story about special features such as a tree with a face made out of the knots. Children freely investigate movement by using the fixed wooden equipment as well as the small equipment made available each day. They are encouraged to compare and share, especially at snack time, calculating how many pieces of fruit and cheese they can have each to make it fair. Staff talk to children about comparisons and contrasts and help children to work out how to make a piece of ham into two pieces to share equally. Older children talk the younger children through learning experiences such as this. Children investigate the wooded area to search for mini beasts using magnifying glasses and containers, to discover the world around them. These experiences support their learning of skills for the future.

Children's health is supported well. Children openly demonstrate their understanding of the importance for good hygiene procedures. They all enter the setting when snack time is announced, to wash their hands and dry them effectively with paper towels. Staff remind them to put the towels in the bin so that no one slips on them. Children quickly respond to hygiene issues such as telling staff when knives have fallen on the floor and listen to instructions about the utensils to use for each spread at snack time, learning to prevent cross contamination. Staff encourage children to take responsibility for their action. For example a child spills the milk on to the equipment below him, staff discuss what will happen if it is left like that and encourages the child to clean the equipment for others to use. Children's ongoing health is monitored well through tracking

systems of regular accidents and incidents. Staff react quickly and sensitively to accidents that occur and give hugs to injured children. Children thoroughly enjoy the fresh air, using the space well to exert energy, use new skills learnt at school and extend their skills with new equipment such as space hoppers.

Children have a good understanding about their safety and are keen to take responsibility for roles within the setting, such as carrying out plates of food using two hands and watching where they are going. They listen to instructions and look for staff when there are lots of people in the play ground that are not attending the setting. Children are confident to tell staff that their parents have arrived and if they are allowed to go to the gate to meet them. Staff explain the rules and boundaries of the setting which are adhered to most of the time. However, some staff do not always give clear messages of why behaviour is inappropriate and the impact this has on others. Therefore behaviour management is not always consistent within the setting.

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

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	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	3
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

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