

# Rainbow Out of School Club - At Cage Green

Inspection report for early years provision

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**Unique reference number**

EY425322

**Inspection date**

12/07/2011

**Inspector**

Liz Caluori

**Setting address**

Cage Green Primary School, Cage Green Road,  
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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 Out of School Club at Cage Green originally opened in 2005 and opened under its present registration in 2011. The club operates from a hall in Cage Green School in Tonbridge, Kent and provides before and after school care during school term times. All children share access to a secure enclosed outdoor play area.

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight years may attend the club at any one time. There are currently 24 children on roll, of whom 13 are under eight years and two are in the early years age range. The club is open each weekday from 8am to 8.45am and 3.15pm to 6pm. The club is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

Four staff are employed to work with the children of whom three hold appropriate qualifications. A minimum of three staff attend each session. There are also support staff from throughout the company available to provide cover if necessary.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The organisation of the out of school club is generally effective in promoting children's safety and well-being although the records relating to the risk assessment do not fully meet the requirements of the Early Years Foundation Stage. Children are happy and settled, taking part in a satisfactory range of activities and experiences aimed at promoting their all round development. Positive relationships exist between staff and parents and carers although communication with other professionals involved in delivering the Early Years Foundation Stage to the youngest children attending has yet to become fully effective. The out of school club shows a satisfactory capacity to improve, working closely with the local authority advisory team.

## What steps need to be taken to improve provision further?

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

- ensure that all written risk assessment records include details of the person who has undertaken the check and the date that it needs to be reviewed (Documentation). 29/07/2011

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

- improve the arrangements to file written records and documentation to enable staff to more easily access required information
- establish systems to communicate with other professionals involved in delivering the Early Years Foundation Stage to the children to share information which will support all parties in planning care which is coordinated and consistent
- review the organisation of the session and deployment of staff to ensure that the completion of domestic tasks does not impact on the quality of the service to the children.

## **The effectiveness of leadership and management of the early years provision**

The systems in place within the play club are generally effective at promoting children's safety. Risk assessments and daily checks are undertaken to identify any potential hazards however the records maintained do not include all of the required details. The date for review has not been included, nor the name of person responsible for carrying it out. Written policies outline the procedures to be followed in case of any child protection concerns. In addition, appropriate recruitment procedures ensure that children are cared for by fully vetted and suitably qualified staff.

The same set of policies and procedures are in place throughout all of the provisions within the parent company. Meetings are arranged between managers of the different provisions in order to ensure that they are all familiar with the working practices. However, the manager has identified that there is room for improvement in the overall quality of the service offered at the out of school club. For example, there are periods where the undertaking of domestic tasks such as washing up after snacks, impacts on the quality of the interaction with children. In addition, whilst all required written records are maintained, the organisation of files makes it difficult for staff to quickly and easily access some information. The manager is working in partnership with the local authority advisors, known as 'Setting Improvement Partners', in order to identify and prioritise improvements, thus showing a sound understanding of the areas of the provision that need developing.

Staff maintain friendly relationships with the reception class teacher and assistants but do not routinely share information about children's progress and development. This does not support them to plan care which compliments that already received by the children in the early years age group. However, they observe children in their play and use this information to provide an adequate range of activities which they are confident they the children will enjoy. Parents and carers receive a warm welcome as they arrive to collect their children and staff make time available for a friendly chat which includes some discussion about what activities the children have done at the out of school club. Parents and carers are also provided with a selection of written information about the out of school club, including the procedure to follow should they wish to make a complaint.

Children have access to an adequate range of toys and resources which are generally effective at promoting all areas of their development. Tables set up in the hall have a range of equipment to support creative activities and investigate play and there are also additional resources such as books and puzzles which children can access independently. Children are also able to free flow into the outdoor area for the majority of the each session.

Children all of equal access to the range of resources on offer and their individual personalities are respected by staff. Appropriate procedures are in place to support children with special educational needs and/or disabilities and the premises is accessible to wheelchair users. Effective arrangements are also in place to work with children and families for whom English is an additional language. A range of resources are provided which promote positive images of diversity.

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

Children demonstrate an appropriate sense of security, approaching staff readily for attention and offering a friendly welcome to visitors. They are aware of the boundaries in place and move safely and sensibly around the out of school club. The free flow arrangements enable children to enjoy the fresh air and a range of games such as a long jump challenge help to promote their physical development and support their understanding of keeping healthy. Snacks are provided for children during each session and records of their individual dietary requirements are maintained to ensure that staff are aware of any allergies or restrictions. Children are independent in their toileting and are reminded about the importance of good hygiene. Staff with first aid training are present each day and appropriate procedures are in place to deal with sickness and to administer medication.

Children play happily with their friends and engage in constant discussions, sharing humorous banter which effectively promotes their language skills. Staff join in with the children and engage with them in activities when they are not busy with other tasks. Staff model positive behaviour towards each other and the children. As a result, children have positive attitudes and manage their behaviour well, for example, learning to wait for their time on the computer games console. As children generally come from the same school friendships are already established but younger children also benefit from interacting with older children and are developing good social skills. Children are generally confident to choose from the resources available and take part in a selection of activities including making hats for a forthcoming party, building with construction materials or looking at books. Overall the activities on offer adequately support the early years children across the areas of learning. The freedom that they receive to develop positive social skills and to make choices and decisions helps to prepare children for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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