

# Mighty Oaks at The Rugby Club (MORCS)

Inspection report for early years provision

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**Unique reference number**  
**Inspection date**  
**Inspector**

EY438096  
28/03/2012  
Jenny Read

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Mighty Oaks at The Rugby Club (MORC) registered in 2011 and is one of two after school clubs owned by the providers. The club operates from the rugby club in Cirencester, close to the town centre and local schools. They have use of the main hall and adjoining room, kitchen and toilet facilities. The patio, playing field and woodland area are available for outdoor play. The club employs four permanent staff, including the manager and an additional three bank staff, who rotate with the after school club when required. All staff holds appropriate playwork or childcare qualifications to level 2 and 3. One staff member is unqualified and one is currently working towards a teacher qualification.

The club operates each weekday from 3.15pm to 6pm during school term times and from 8am to 6pm during school holiday periods. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 76 children under eight years; of these, 30 may be in the early years age group and none may be under three years at any one time. There are currently 18 children on roll in the early years age group and 35 children attending in the later years age group. Additional care is provided for children from eight years to 13 years.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children show that they feel safe and excellent arrangements exist to ensure their health. They are motivated and interested in a broad range of activities and although observation and planning systems are in their early stages, children take responsibility for choosing what they do. The club promotes an inclusive setting for each child, supporting their strong sense of belonging and increasing self-esteem. Management are ambitious and show good understanding of the strengths and weaknesses of the club. They make good use of questionnaires and regular feedback from children to secure further improvements and enhance outcomes for children. Staff maintain good relationships with parents to meet children's needs; however, partnerships with children's schools are not yet fully developed to support continuity and progression.

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

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

- review the methods of planning and consistency of observations to help tailor activities to meet the needs of each child
- develop the partnerships with the school to maintain a two-way exchange of

information, to promote learning and continuity.

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

The management and staff team work well together to create a safe, supportive and inclusive environment for children. Safeguarding arrangements are secure and the ample number of staff present enables them to facilitate children's play successfully. Staff demonstrate good knowledge of child protection issues and are vigilant and aware of the risks to children indoors and out. Risk assessments of the premises and any outings identify most hazards. Recruitment procedures are rigorous, because management evaluate applicants over four sessions in the club as part of the interview process. This enables them to assess interaction with different groups of children and evaluate their ability to manage different situations. Through good support from management, the well-qualified staff team show pride in what they do and channel their efforts to good effect. Reviewing the club's policies and procedures during regular team meetings further enhances understanding of their roles and responsibilities. Overall, policies and procedures contain detailed, accurate and up-to-date information, to support the smooth running of the club.

Children benefit from ample space to play and plenty of free-flowing indoor and outdoor play all year round. They make good use of the hall, playing field and woodland area to support their play and independently access a comprehensive range of toys and resources each day based on their interests. Staff create an inclusive and welcoming environment for each child by introducing regular 'pow wow' meetings, one-to-one discussions, questionnaires and laminated speech bubbles. This enables all children to express their views and voice their opinions about what they like, dislike and would like to do at club using pictures and/or text. Good access to training, reviewing practice during regular team meetings and successfully evaluating feedback from parent questionnaires, help drive and support further improvements for children. Highly positive relationships with parents encourage their involvement in the club and enable children's needs to be met. Parents receive good information about the club and their child's well-being through termly newsletters; parent's handbooks, notice board articles and the three-way communication book shared between the club, school and parent. Staff maintain close links with schools children attend. They routinely share information about children's general welfare through the communication book. However, exchanging information about key targets is yet to take place to support a more consistent approach to their development.

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

Children are happy, have fun and enjoy coming to the club. They instigate their own play, independently selecting toys and resources they wish to play with each day, based on their interests. Although planning systems are in their early stages

and observations to track learning are not consistent, children routinely share their ideas and suggestions for future activities and talk about the topics they are doing at school. Staff facilitate children's play well, skilfully joining in their games on request and providing additional resources to extend their ideas and interests further. Children learn to use numerous circus resources safely, squealing excitedly as they successfully use the strings to spin the Diablo. This motivates the children as they concentrate and persevere in learning new skills and excitedly show staff their achievements. Children are curious, asking numerous questions to find out how the water tower works when playing with the train set. Further questioning and effective guidance and support from staff actively challenge their thinking, enabling them to problem solve and begin to work things out for themselves.

Children show excellent understanding of the importance of making healthy choices and following good personal hygiene routines. They competently recall when and why they need to wash their hands and how germs can spread and make you poorly. Children willingly help prepare the abundant range of fresh fruit and vegetables for snack, using the knives carefully and with appropriate supervision. Children demonstrate thorough knowledge of maintaining a healthy lifestyle through healthy eating topics and limitless opportunities to be active. They have fun playing football, participating in team games and using the large equipment, knowing when they need to rest, stay in the shade or have a drink. Dancing and numerous exercise programmes and games inside further enhance children's interest and enjoyment of physical exercise.

Children know what is expected of them and fully understand how to keep themselves safe. They know the importance of wearing their high visibility coloured tabard at all times and show good awareness of the perimeters when playing outside. Identifying and discussing all potential dangers indoors and out for a week when the club opened and repeating these for new children significantly enhances their awareness. As a result, they know to inform staff before they go indoors and demonstrate good understanding of the emergency escape plan. Children learn to care for their surroundings as they talk about litter picking and use the litter grabbers to pick up rubbish. They have fun exploring the woodland area, making dens and investigating the insects and talking about how to keep themselves safe.

Children help to devise and write their golden rules, giving them ownership and a strong sense of belonging. As a result, they behave very well and begin to show an excellent awareness of responsibility within the club. They encourage new children to join in their games, actively promoting their inclusion. Children are extremely confident, settle well and develop excellent relationships with both staff and their friends. They have lots of fun when playing the dragon game, collaborating with staff and their friends and laughing excitedly when they find the 'dragon's' keys. They engage in a wide range of stimulating activities and experiences that help them to value diversity and build on what they learn from school. They make necklaces using colours meaningful to the Mexican culture and work as a team when playing a chopstick game during Chinese New Year. These help the children to learn about their own and other cultures and accept each other's differences.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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	1
The extent to which children make a positive contribution	1
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