

Rose Wood Unicorns After School Club

Rose Wood Primary School, The Garth, Coulby Newham, MIDDLESBROUGH, Cleveland, TS8 0UG

Inspection date

01/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are observed to be happy, settled and confident and enjoy their time at the setting. Staff know them well, as most work in the host school which all children attend.
- Resources are sufficient and children confidently make choices about what they do. Children have free flow access to the outdoor area, where they enjoy playing a range of ball games.
- Children are very well behaved and staff provide appropriate praise and encouragement to promote their self-esteem and confidence.

It is not yet good because

- Regular staff appraisals are not carried out in order to identify staff training needs or secure opportunities for continuous professional development.
- There is a lack of appropriate furniture or space for children who wish to relax, play quietly or sleep.
- Systems for monitoring and self-evaluation are not fully in place, and this means that the strengths and weaknesses of the provision are not clearly identified.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main playroom, snack room and outdoor area.
- The inspector met with the registered person and spoke with the staff at appropriate times during the inspection.
- The inspector looked at children's files, evidence of suitability of practitioners working in the setting and a range of other records, policies and procedures.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Vivienne Dempsey

Full Report

Information about the setting

Rose Wood Unicorns After School Club is privately owned and was registered in 2012. It operates from rooms within Rose Wood Primary School in the Coulby Newham area of Middlesbrough. The club serves the local area and has strong links with the host school. The club is accessible to all children and there is a fully enclosed area available for outdoor play. The club opens Monday to Friday during school term times. Sessions are from 3pm

until 5.45pm. Children are able to attend for a variety of sessions.

A maximum of 40 children may attend the club at any one time. There are currently 11 children attending who are within the early years age range. The club also offers care to children aged over 5 years to 11 years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs nine key child care members of staff. Most of these, hold appropriate early years qualifications and one member of staff has Qualified Teacher Status.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- implement systems for regular staff appraisals to identify staff training needs and secure opportunities for continuous professional development
- provide appropriate furniture and space for children who wish to relax, play quietly or sleep.

To further improve the quality of the early years provision the provider should:

- develop systems for self-evaluation that take into account the views of parents and use these to monitor the strengths and weaknesses of the provision and drive future improvements.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a safe and welcoming environment for all children and their families. They know children well, as most staff work in the host school where all children attend. Children are observed to be happy, settled and confident within the setting. They confidently predict daily routines, such as independently washing their hands before snack time and getting their coats on before going outdoors. Children of reception age enjoy making marks and are beginning to form some letters in their name. Staff adequately support them by saying the letters and modelling its shape. Children have free-flow access to the outdoor area where they enjoy playing a variety of ball games. They play tennis and badminton with staff and have great fun playing football. They organise who is going in goal and understand the need to take turns so they can all have a go at kicking the ball. This demonstrates their understanding of taking turns and the needs of others.

Children thoroughly enjoy dressing up and work together to re-enact popular talent shows and catwalk fashion demonstrations. Younger children dress up as their favourite superhero, and staff talk to them about their favourite powers and encourage them to show them how they 'shoot their web'. All of this encourages children to extend their experiences and expand their imaginations. Staff provide sufficient opportunities for children to develop their understanding of technology. For example, they visit the host school's computer suite where they can interact with age-appropriate computer software and complete simple computer programmes with confidence.

The contribution of the early years provision to the well-being of children

Children have developed positive relationships with staff and their peers. Some children are new to the setting, but staff's warm approach helps them settle quickly and children are observed to feel safe and secure. Staff make good use of praise and encouragement. This promotes children's good behaviour and develops their confidence and self-esteem. The premises are secure and resources mostly meet children's needs and interests. However, appropriate space and furniture for children who wish to relax, play quietly or sleep is not available. This does not meet the welfare requirements or fully promote children's well-being.

Children are developing self-care skills an understanding of healthy practices through regular routines, such as hand washing and putting on their own coats before they play outside. Children confidently talk about why they need to wash their hands and are eager to state 'it's to get the germs off.' Fresh drinking water and fruit are available at all times and snacks are provided at the beginning of the session. Children access these independently and staff provide appropriate support for younger children. Children are encouraged to be physically active through easy access to the outdoor play area. Staff talk to them about safe procedures, for example, not using the climbing frame 'as the grass is very wet and muddy and that they may slip and fall.'

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

Staff are aware of their role and responsibilities with regard to protecting children in their care. For example, a wide range of policies and procedures are in place and staff are able to recognise possible indicators of abuse. They know who to contact should they have concerns, and this helps to protect children's welfare. Staff have some understanding of the learning and development requirements and have systems in place to observe children's progress. They attend some relevant training. However, systems for staff appraisals are not fully developed to ensure that all training needs are highlighted and staff benefit from continuous professional development.

Links with parents and other providers are strong. For example, most staff work in the

host school and this enables them to complement and support learning in the setting in which children spend most time. Parents are 'very happy' with what they describe as a 'very good service' and say they would be lost without it. Systems for self-evaluation and monitoring practice are not fully established. Some areas for future improvements are highlighted, although, these do not always take account of parents' views. Therefore, priorities for development are not always clearly targeted to ensure future improvements are secured.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446297
Local authority	Middlesbrough
Inspection number	786782
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	70
Name of provider	Alison Clare Binns
Date of previous inspection	Not applicable
Telephone number	01642595353

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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