

Rascals After School Club

East Preston Youth Club, Lashmar Road, East Preston, Littlehampton, West Sussex, BN16 1ES

Inspection date

08/10/2012

Previous inspection date

24/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are at ease in the club, they are happy and confident to engage in a wide range of activities, which help them to develop a good range of skills.
- Children are kept safe and learn to keep themselves safe.
- Sharing, taking turns and respecting each other are valued and children behave very well.
- Strong partnerships are established with parents and other professionals.

It is not yet outstanding because

- The resources and experiences used to represent children from all cultures and backgrounds are limited.

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 all areas of the club.
- The inspector viewed samples of records and documentation such as development records, attendance registers and policies.
- The inspector took account of the views of the children and their parents through discussions.
- Meetings were held with the manager and owner to discuss their leadership of the club.

Inspector

Jill Steer

Full Report

Information about the setting

Rascals After School Club is privately run and registered in 2005. It operates from the youth club building adjacent to primary and junior schools in East Preston, West Sussex. Children have access to an enclosed outdoor play area and a playing field. The club is open each weekday from 7.30am to 9am and from 3pm to 6pm term time only. During school holidays and on school inset days the club operates from 8am to 6pm.

There are currently 160 children on roll, which includes 10 children in the early years age range. The club currently supports a number of children with special educational needs and/or disabilities. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, five of whom hold appropriate early years National Vocational Qualifications to at least level 2. Children only attend this setting before and/or after the school day and/or during the school holidays.

What the setting needs to do to improve further

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

- develop more opportunities for children to embrace their own cultures and strengthen their sense of belonging within the setting community.

Inspection judgements

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

Children are happy in the club; they know what they can do and where to find the toys and activities they want to play with. A wide range of activities and games are available for them to choose from which cover all areas of learning and a wide variety of skills. This means there is always a good choice for children and their varied interests. For example, some children like to be creative and paint, others like to play board games and some prefer to play games on one of the many computers. Children are eager to join in with the activities and staff are attentive and invite them to take part in various games. This helps to ensure that all children are equally included.

Staff support children well, showing an interest in what they are doing. They know when to encourage them to participate in activities and when to allow them to be by themselves, for example, if they need to relax. Staff keep records of each child's achievements so their progress is monitored in all areas of learning. They plan around topics each term such as autumn, as well as planning around what children are interested in. Children are able to contribute their ideas either by asking or putting their suggestions in a box. When children first come to the club, they complete an 'all about me' form with their parents so staff know what they can already do and are interested in and what to provide next. This gives them a base with which to plan for each child's individual development. Children enjoy moving around and selecting their preferred activities, such as, playing games on the computer or sitting with the other children to watch television. They happily talk about their favourite activities, which currently include playing outside, skipping and riding bikes. As a result, they engage in a good range of experiences that promote their enjoyment and help them to develop effective skills for their future learning.

Staff organise activities such as construction, role-play and crafts into specific areas. They use displays based on the areas of learning to help children understand such things as managing feelings and emotions and different types of exercise. Some of these displays are presented in a variety of languages, introducing children to the idea that people speak different languages. However, these do not always include the languages spoken by children currently attending to help them develop a sense of belonging. Staff continually engage children in conversations, they ask questions and also seek their opinions. Consequently, even the youngest children are confident to speak in groups along with many others.

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

Children are well behaved because the staff are good role models. They frequently play in mixed age groups, older children readily involving and supporting the younger ones. A wide variety of games and activities have helped the children learn the rules of taking turns and sharing which they do very well. Only occasionally does enthusiasm lead them to 'help' another child by taking their turn for them. The atmosphere in the club is one of children being comfortable and settled. For example, some children happily play with toys that may be considered too young for them. They have good relationships with staff and children, meaning they are confident and able to explore their feelings.

The snack selection is healthy and children eagerly eat the fruits and crumpets on offer after school. They all know the routine regarding hand washing and manage their personal care needs independently. They have access to the playground and school playing field, which is freely available as long as the weather allows. Children greatly enjoy outside play and sports activities, which help to promote their physical development.

Children learn about risk and keeping safe through effective staff teaching. For example, when they are walking from school, they are reminded that even in the school grounds they need to wait to cross the driveway in case the school bus is coming. Children's key members of staff help them settle and they choose which key person they wish to build a special relationship with. As a result, they develop good levels of emotional well-being.

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

All members of the staff team attend training in safeguarding children. They know to report their concerns to the manager who follows the procedure for protecting children's welfare. Risk assessments and daily checks make sure the club is a safe place for children. When other groups have used the building, staff make sure there is nothing unsuitable for young children left behind. Staff are checked and do not work alone, making sure both they and the children are safe.

Staff take time to establish strong partnerships with parents and other people involved in

the children's care and learning. For example, the special educational needs co-ordinator makes sure they have all the information they need to support each child's learning. The staff act as an effective link between the school and home, passing and sharing information. The parent's views of the club are invited through a questionnaire. They comment that they are very happy their children enjoy the club, often not wanting to leave. Staff invite children to contribute their opinions about their club through a comment book, suggestion box and discussion. This gives them the opportunity to ask for things such as more pool tables.

Staff evaluate each session at the end so they quickly respond to any issues and make improvements for the children. Annual staff appraisals are used to assess individual performance. Staff professional development is encouraged through training to develop their knowledge and skills. The provider has met the recommendations set at the last inspection. These have been addressed promptly to bring about improvements and create an environment where children can be sociable, happy and enjoy learning through play.

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	EY304994
Local authority	West Sussex
Inspection number	814914
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	160
Name of provider	Rascals After School Club
Date of previous inspection	24/02/2009
Telephone number	01903 772000

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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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