

# Rogues Out of School Club

Westwood Cp School, Westwood Road, Bamber Bridge, PRESTON, PR5 8LS

## Inspection date

Previous inspection date

30/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 happy, settled and secure and enjoy the company of other children and adults during their time in the club. They are confident and developing good independence skills.
- Children are well behaved. Their views and involvement are valued, which helps boost their self-esteem.
- Staff work collaboratively with parents and the school and partnerships are well established. This makes a strong contribution to children's achievement and well-being.
- The flexible planning effectively allows for activities and experiences that suit individual children and small groups.

### It is not yet outstanding because

- The range of resources and activities that promote children's understanding of diversity and the wider world are not extensive.
- The arrangement of the physical environment occasionally reduces children's choice as the cupboards and storage baskets are not clearly labelled.

## 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 and spoke to children during their activities.  
The inspector viewed evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector had discussions with the manager and staff.
- The inspector accompanied staff when collecting the children from school.

## Inspector

Andrea McGanity

## Full Report

### Information about the setting

Rogues Out of School Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Westwood Primary School in the Clayton-le-Woods area of Chorley, and is managed by a private company. The club serves the local area and is accessible to all children. Children have access to the conference room, staff room, computer area and school hall. There is an

enclosed playground and school fields for outdoor play.

The club employs three members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 3. The club opens Monday to Friday, term time only. Sessions are from 7.30am until 8.45am and 3.30pm until 6pm. Children attend for a variety of sessions. There are currently 27 children attending, of whom four are within the early years age range. The club is able to provide care for children with special needs and/or disabilities. The club receives support from the local authority early years advisory team.

### **What the setting needs to do to improve further**

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

- extend the resources and activities that promote and strengthen children's understanding of diversity and the wider world
- organise the environment to indicate where resources are kept by using pictures, shapes or words on cupboards and baskets to encourage children to work out where things belong.

### **Inspection judgements**

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

Children settle well into the routine of the club. The atmosphere within the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time. Staff place a strong emphasis on learning through play, having fun and building positive relationships. Regular observations and discussions with parents enable key persons to understand children's abilities and to identify gaps in their learning. They also identify children's interests and use these to motivate them. As a result, children make good progress in relation to their starting points. Parents have developed very friendly relationships with the staff and speak highly of the club. Staff have good communication with the reception class teacher and regularly share what they know about the children.

Planning is flexible and influenced by the children's choices, ideas and play preferences. Children move freely from one activity to another as they can choose what they want to do. However, not all children know what is in the cupboard or baskets. This means that occasionally some children cannot make the same choices as others. Animated

conversation between staff and children throughout the session successfully enhances children's language development. Young children are confident to share their views and talk about the activities they enjoy. Staff spend time with the youngest children, playing with them and building their confidence. They interact effectively with children, extending their learning.

Children are effectively developing the skills, which they need for future learning. They look at books for pleasure and use small and large numbers as they join in board games. Activities, such as a spontaneous role play where the children set up a shop using the resources, give children practical opportunities to count and explore weight and capacity. There are many opportunities for children to demonstrate their creativity. For example, they sew their own bookmarks. They complete their own designs using a range of materials to create an individual piece. Writing materials are always accessible, so that children can draw pictures or write notes. Children support each other. The older children encourage the younger children to sound out the letters and have a go at writing their own messages.

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

Children are happy, settled and secure in a friendly environment. They make good relationships with staff and one another. The key person knows their children well as individuals. They exchange information with parents on a daily basis, which enables them to meet children's needs effectively. Staff apply clear, consistent boundaries, so that children learn to behave well and to share. They act as good role models, so children understand that playing cooperatively with their friends and taking turns is important. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff's warm and purposeful interaction nurtures children's emotional well-being. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly.

Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle. They enjoy sociable mealtimes and choose and enjoy eating freshly prepared food, which promotes healthy eating. There are good opportunities for children to become active. For example, children have access to the school's outdoor area and equipment and they take part in indoor activities in the hall when it becomes too dark or too wet to play outdoors. They show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff. Children have some understanding of the wider world as there is a small selection of resources available, which reflect positive images of diversity. However, these resources are not extensive and consequently, this hinders the opportunities for further exploration and discussion.

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

The club has robust policies and procedures, which are effectively used to ensure the health and safety of all the children. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern and knowing the procedures to follow. They keep their knowledge up to date through regular training and discussion. Robust recruitment procedures means that staff are checked for their suitability to work with children. The initial induction enables staff to be sure about their roles and responsibilities. Staff complete risk assessments and daily checks, so that they provide a safe environment for children to play. Effective deployment means that staff supervise children well both inside and outdoors, in order to keep them safe. Staff have a good overview of the learning and development requirements for the children in their care. Through careful monitoring, they are able to identify the next steps in children's learning. They ensure that activities follow children's interests and all learning is based on play.

Staff establish very good partnerships with parents. They supply parents with useful information about the club and keep them up to date through displays and regular newsletters. Staff encourage parents to contribute to the children's development records. This enables them to meet children's individual needs. Parents say that their children are very happy at the club and have settled quickly. They feel the staff are friendly and approachable and that they know the children well. Staff have a good understanding of the importance of sharing information with other providers. They have daily contact with teachers as they collect children from school. This enables them to pass on any messages to parents.

There are good systems for monitoring staff performance. These include regular appraisals and supervision meetings. These meetings enable management to identify areas of strength and anywhere staff would benefit from training. Self-evaluation is effective and inclusive. For example, the club welcomes parents' views and has begun to use questionnaires to seek their feedback about what they do well and what they could do better. They have also formed an elected children's club council where they are able to share their opinions and ideas with the staff. Consequently, the views of staff, parents and children are valued and implemented to bring about changes that continue to improve their experiences.

### **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

<b>Unique reference number</b>	EY452165
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	811993
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11

<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Rogan Trevor Mills
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01772628051

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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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