

Randlay Rockets

Randlay Community Centre, Randlay Centre, TELFORD, Shropshire, TF3 2LH

Inspection date

Previous inspection date

07/02/2013

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 feel safe and secure indoors and outdoors. Staff provide a caring environment where children are encouraged to share their experiences from school and home.
- Children have a good understanding of acceptable behaviour as staff are good role models for them.
- Children are happy, motivated and eager to learn. They benefit from a wide range of fun activities and experiences to provide them with opportunities to make good progress in all areas of learning and development as staff know what children like and do not like to do.
- Children gain an understanding of a healthy diet and physical exercise as staff are competent in managing their needs in relation to their ages.

It is not yet outstanding because

- There is scope to improve the daily sharing of information with some parents to ensure that they are all kept suitably informed of their child's care and learning as the setting strives towards excellence.

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 two rooms and the outside learning environment.
- The inspector had discussions with both managers of the provision.
- The inspector looked at planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children.

Inspector

Lesley Bott

Full Report

Information about the setting

Randlay Rockets was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Randlay community centre in the Randlay area of Telford. The club serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The club employs six members of childcare staff. Of these, four hold appropriate early

years qualifications at level 2 and above. The club opens Monday to Friday during school term times. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 52 children attending, of these 10 are in the early years age group.

What the setting needs to do to improve further

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

- make more time to share information with parents at collection time to help ensure they are kept fully involved in their children's care and learning.

Inspection judgements

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

Children are happy and settled within the setting. They confidently make choices about what they want to do, and are increasingly independent as they select from well-sourced equipment and resources. As a result, they are developing skills to help be prepared for the next stage in their learning. Play and learning is promoted effectively by the staff through a broad educational programme that takes into account all seven areas of learning. This ensures that activities meet children's needs and challenges their learning to enable them to develop. Staff identify through observation and evaluation that children are making good progress in their chosen play, and illustrate the different activities they have taken part in. Effective systems are in place for parents to receive regular newsletters to ensure that they are fully included within the setting and helped to understand how to support their child's learning at home.

A range of activities and resources are available to promote children's skills in expressive art and design. For example, children love to have the opportunity to choose and select their own resources. Skilful support from staff enables them to develop their imagination as they colour and decorate pictures of snakes to celebrate Chinese New Year, or use the scissors to make 'fans'. Children's confidence is developing as staff talk to them about their work, helping to promote their self-esteem. They promote and praise children's efforts and achievements so children feel appreciated, become confident and are keen to do well. They often proudly show others and the inspector what they have drawn or made.

All staff have a good knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage to ensure that effective learning takes place. Through observations and reflection of the children staff know what children can do, their interests, knowledge and skills. They support this with resources that children will enjoy and also

help to provide a challenge. For example, children use their imagination to create pictures with the chalks on the outdoor blackboards.

Children are supported in developing their communication and language skills as they easily chat together, and with staff, during activities. A planned activity of 'Chinese Whispers' quickly changes to tongue twisters as the children attempt saying 'Peter Piper'. There are effective partnerships with parents, who are made welcome at the club. Staff pass on messages from school to ensure there is consistency in children's care and learning.

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

Children's physical skills are consistently challenged as they enjoy daily use of the outdoor area. They increase their confidence as they balance on the stepping stones and practise their movement skills with the hoops. Established routines ensure that children's confidence is growing. For example, children know and understand the routine when they arrive at the community centre from school. Coats and school bags are stored within the room, ready for home time and children use the anti-bacterial hand gel before choosing their food from the cafe style snack time.

Staff are good role models and children learn to behave well and play co-operatively. For example, older children work alongside the younger ones taking turns to use equipment and play team games. An effective key person system is in place and staff know children well. For example, new children are matched up to a 'buddy' to help them feel safe and secure when they first start. This helps children form secure attachments, promotes their well-being and helps to ensure a smooth transition into the club.

Children develop an understanding of the importance of physical exercise and a healthy diet. They have 'free-flow' access to a secure outdoor area where they use a broad range of equipment. In addition, children have use of the hall to further promote skills as they play football and use the parachute for team games. Staff prepare a healthy range of snacks, which are based on children's choice and meet individual dietary requirements. Children enjoy sociable mealtimes, as they take responsibility to serve their own food, choosing to make sandwiches from the well-balanced selection on offer. Children show that they feel safe and secure in the setting as they learn about the procedures for evacuating the premises in an emergency. They interact well with their peers and confidently talk to staff and visitors to the setting.

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

Children and their parents access a high quality provision as there are effective systems for monitoring and evaluating the setting's effectiveness. The views of parents and children, are encouraged through questionnaires and acted upon. The staff have also attended training and revised procedures and policies to ensure they fully meet the Early Years Foundation Stage learning, development, and welfare requirements. Monitoring of children's learning and development is effective, particularly due to the close partnership

working with parents and the school. Staff work closely with parents and other providers to make sure that children are happy, settled and take part in the activities on offer. They ensure that planning is based on children's interests to enable them to make best progress. Staff also use discussions and questionnaires to collect views from both parents and children, to use as part of their self-evaluation to monitor practice and improve the provision for children. This is done on a regular basis to effectively identify all areas for improvement.

Children are fully safeguarded as the manager and staff fully understand and implement the setting's comprehensive safeguarding procedures. They take prompt, appropriate action if there are any concerns about a child's welfare and work conscientiously with families and other agencies to promote their well-being. Parents are kept informed through displays of information and a regular newsletter which shares useful details, such as staff news and future planning themes. Although staff are very approachable, sometimes during a busy session it is not always possible to feedback about the day at collection time, which limits some parents' awareness of what has taken place regarding their children's care and learning.

Risk assessments ensure that any potential hazards to children are minimised and access to the premises is closely monitored by staff. Staff are vigilant and children's safety is effectively promoted. For example, policy information is clearly displayed with regard to the use of mobile telephones in the setting. Robust vetting, recruitment and induction procedures ensure that staff are suitable to be with the children. Ongoing suitability is discussed and staff are responsible for informing the manager of any changes that may impact on their role.

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	EY449875
Local authority	Telford & Wrekin
Inspection number	810842
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	52
Name of provider	Mrs Tasha Burrell and Mrs Sheenagh Unwin
Date of previous inspection	Not applicable
Telephone number	0

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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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