

Little Rascals Out Of School Club

Cherry Tree Primary School, Berry Avenue, WATFORD, WD24 6ST

Inspection date

17/07/2013

Previous inspection date

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 of all ages settle quickly as they come into the club. They become involved in activities that are based on their interests and developing skills. The well-qualified staff know the children well; they support children's early reading and social skills to a good level.
- Children are chatty and show high levels of confidence in talking to adults and making their needs known. They behave well because they understand what is expected of them. They are supported well by staff in making decisions about what they want to do and sharing ideas about their play.
- Children are safeguarded and their well-being is promoted as staff are familiar and understand the policies that are in place to ensure children are cared for in a safe and well-managed club. Children learn how to manage their own safety through good support and effective routines.

It is not yet outstanding because

- There is scope to further promote children's independence and involvement in preparing their own tea. They do not always have opportunities to choose implements they need to complete a task or say when they do or do not need help.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 talked to the children and watched them settle as they came into the club. She observed them playing outside and taking part in activities in the club room.
- The inspector spoke to the manager and the staff. She looked at the observations and information in relation to the children in the early years age group.
- The inspector spoke to the children to find out about their interests and what they enjoyed doing at the club.
- The inspector sought the views of parents as they collected their children.

Inspector

Tina Kelly

Full Report

Information about the setting

Little Rascals Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a self-contained unit in the grounds of Cherry Tree Primary School in North Watford, Hertfordshire. There are two enclosed areas for outside play.

The registered provider works as the manager of the club and all staff are qualified to at least level 3. The club opens Monday to Friday term time only. Sessions are from 8am until 8.50am for the breakfast club and 3.15pm until 6pm for the after school club. There are currently three children attending who are in the early years age group. This club is a sister site to Little Rascals Out of School Club at Harebreaks.

What the setting needs to do to improve further

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

- extend children's life skills especially at tea time by promoting their independence by taking responsibility for preparing their own sandwiches.

Inspection judgements

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

Children come into the club and settle quickly to the activities set out. Children may ask for additional toys and games from storage throughout the session. The planned activities are loosely based on the themes and topics that reflect the children's interests and links with school. The deputy takes responsibility for meeting the needs of the younger children. She talks with parents to share in the observations recorded on the settling-in form and shares important aspects of the children's play and development. Children's learning and play needs are met to a good standard. Staff understand how children learn through play. Resources are of good quality and provide children with a range of play experiences.

Children of all ages are included in a range of interesting activities. The younger children are well-supported by the older children, who include them in their games. Popular activities extend all children's counting and matching skills. They create complex patterns with beads that are then heated by a member of staff to secure the pattern in a rigid framework. Staff ask appropriate questions to promote the children's confidence; talking about how the patterns and colours match and tell them what a lovely pattern they have made. These are treasured and put carefully on the side to take home.

Children take part in a range of play experiences, both planned and spontaneous, which provides them with opportunities to develop their skills and to enjoy finding out and exploring. There are two outside play areas, one leading from the classroom provides opportunities for small group games, art projects and has low-level climbing and adventure play structures. Activities can be extended outside, children enjoy chalking on the paving blocks, this gives them space to create large complex art designs. Children ask to go into the larger playground which provides more space to play ball games, to run and to climb more challenging climbing structures.

Children are developing an interest in the environment around them. Posters set around the play ground depict the birds and animals who visit the school grounds. Children observe a pigeon returning to its nest in a tree and they realise there is a picture of the bird on the poster. Staff support the young children's early reading; helping to sound out the letters to build the word, this supports their experiences in school. Children find ants along the pathway; going in and out of the holes in the paving. Staff engage children in conversation about how many, why and what do the children think the ants are doing. Children estimate there are over a hundred ants that are getting food to take into the nest. Children allow the ants to crawl on their hands and gently put them back near the nest. Staff extend children's natural curiosity by using a reference book to introduce children to new and relevant words linked to their interests. Children are excited as they explain to their parents that they had looked at an 'ant colony'. The club provides children with opportunities to take part in experiences and events that promotes their social skills and develops their understanding of the wider world.

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

The out of school club provides a welcoming and inviting environment. A bright display of the children's artwork gives children a sense of pride in their club. The key person system is effective in ensuring young children feel secure and form appropriate bonds and attachments with staff and children. Information for parents is shared effectively through conversations at the end of the day, by text and email. Children learn about a healthy lifestyle through every day routines. In exceptionally hot weather, staff talk to the children about how they have been affected by the high temperatures and delay the children going outside until later in the afternoon when it is not quite so hot. Jugs of water are taken outside, children are consistently reminded to take drinks throughout the session. Children are offered frozen 'iced pops' as they play to keep them cool. Hand washing routines ensure children have clean hands as they come in from school and later in the session as they come in from outside having handled the ants. Children have various opportunities to develop their physical skills; they enjoy taking part in sporting activities and using the climbing apparatus set out in the garden areas.

Children's independence is supported throughout the session; they make choices about what they would like for their tea from a choice of healthy and nutritious snack items. However, currently staff butter the bread so there are some instances where children's involvement is not maximised because children are not fully involved in preparing their own tea. They do not have opportunities to choose implements they need to complete a

task and say when they do or do not need help. Children are polite; good manners are promoted by staff as they talk to the children about taking turns and being considerate to others. Children are learning to make sensible decisions about their own safety as they climb, hang upside down and jump from the play apparatus. They understand the rules that are in place to keep them safe, asking if they can have permission to go out of the gated area to retrieve a ball. Staff monitor the children to ensure their safety in the larger school grounds.

Children behave well; they are becoming aware of the needs of other children playing nearby. They share, take turns and negotiate with adults and with each other. They are supported well by staff, who support children in gaining the skills that enables them to move on to new experiences with confidence.

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

The registered provider who works as the overall manager and the staff team are committed to providing a stimulating and interesting experiences for children of all ages. The well-qualified staff team have a range of experiences in working with children. The Convention on the Rights of the Children is the basis for play policy. The club uses the Statutory Framework for the Early Years Foundation Stage guidance to ensure children's learning and care needs are recognised and met to a good standard.

The manager is the designated member of staff for safeguarding. There is an expectation for all staff to attend safeguarding and first aid training to ensure the well-being of the children. Information from the Local Safeguarding Children Board is readily available and on display. Parents are informed about the club's commitment to providing a safe environment. The parent leaflet refers to the policies and procedures that are in place to protect children. Effective procedures and risk assessments are in place to identify and minimise risk to children at the club and when children are collected from their classrooms. Children are further protected as there is an internal phone link with the main office. A close working relationship with the caretaker has been established. He secures the site at the end of the school day and informs the club when he unlocks the gates to enable families to come on site for evening events and appointments.

Partnership with parents is strong. The registered provider is experienced in managing out of school provision; the club has a sister site running in the locality so she has provided consistent care for many families over many years. Some of the children have attended the other site so staff know these children well. Parents spoken to as they collected their children expressed great satisfaction with the club and staff. They are pleased with the activities their children take part in. The club has established strong links with the school. The head teacher and office staff liaise closely with the club to ensure children's individual needs are met. The club makes arrangements to collect children at 4.15pm from school activities. This enables children to be fully involved in extra music and sports sessions which enhances their social lives.

The well-qualified staff team work effectively together and complement each other's skills.

They take responsibility to ensure they are deployed appropriately around the setting to support and monitor the children at all times. Regular staff meetings and appraisals ensure time is taken to review training opportunities, general practice and to plan for the termly themes and activities. The registered provider uses information gained from discussion with parents, her staff team and the children to consistently evaluate the service she provides. This process enables her to reflect on the strengths of the club and to make plans for areas of practice to be further developed to ensure continuous improvement.

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 action. 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	EY458853
Local authority	Hertfordshire
Inspection number	905582
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	14
Name of provider	Moira Hine
Date of previous inspection	not applicable
Telephone number	01923245490

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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