

Wroughton Rascals Holiday Club

Wroughton Leisure Centre, Inverary Road, Wroughton, SWINDON, SN4 9DJ

Inspection date	22/08/2013
Previous inspection date	31/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is excellent because staff provide rich, varied and imaginative experiences for children. Great care is taken to ensure that learning is exciting and captures children's interests. As a result, children thrive and flourish and make the best possible progress towards the early learning goals.
- Children's behaviour is exceptionally well managed. Highly effective behaviour management strategies help and support children to manage their own behaviour.
- Strong relationships are evident between staff and children, which means that children's self-esteem and confidence are nurtured through the interaction, praise and encouragement they receive.
- Robust and rigorous safeguarding procedures ensure that children are very safe and secure.
- Inclusion is given very good priority and excellent provision is in place to secure timely intervention and support for children with special educational needs and /or disabilities to ensure they achieve well.

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 observed children's planned and spontaneous activities throughout the day.
- The inspector met with the manager and provider, carried out a joint observation and spoke with the staff at appropriate times during the inspection.
- The inspector spoke to some children and parents.
- The inspector looked at a range of documents, including evidence of staff's suitability to work with children, a sample of children's files, the club's record of self-assessment, policies, procedures and other records.

Inspector

Julie Swann

Full Report

Information about the setting

Wroughton Rascals Holiday Club has been registered with its current owner since 2008. The club operates from Wroughton leisure centre and children have use of two sports halls, conservatory and balcony areas and the field outside. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 130 children on roll. A team of 19 staff work with the children and of these, 18 have appropriate qualifications. The club operates during holiday times and is open from Monday to Friday from 8am to 6pm.

What the setting needs to do to improve further

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

- optimise the availability of resources, such as scissors, to enable children to extend their creativity further.

Inspection judgements

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

All children thoroughly enjoy their time in a rich, varied and exciting club. They eagerly join in and share the outstanding experiences that staff provide for them. This develops their curiosity and helps to make them enthusiastic learners. Planning is relatable to every individual child's needs and staff are highly skilled at adjusting activities to ensure that every child receives a balanced and suitable learning experience. Staff recognise children's individual learning needs and patterns and provide an extensive range of activities to support these. For example, a wide range of science projects supports their growing understanding of technology and space. Parents comment that the quality of children's learning 'is planned around their individual interests', and 'it is amazing to see how much they learn'. All staff demonstrate they have high expectations of each child. They obtain information about children's interests from their parents. For example, scrap books that parents are actively involved in compiling provide a detailed ongoing record of children's interests and skills.

The club is a hive of activity as children excitedly make choices within their play. Fun is an integral part of the day and sounds of extremely happy, confident and motivated children echo throughout. They especially enjoy taking part in swimming activities where they are

given the time and space to initiate their own play. Staff provide additional resources, such as floats and then confidently observe children as they negotiate and develop their communication, negotiation and balancing skills. Children happily shout to their friends as they swim on large floats and other swimming aids, asking them to help them as they pull themselves around the pool. Staff skilfully and supportively assist the non-swimmers, extending their play before asking them to think about other ways to float. Children embrace the challenge as they lie on their backs and discuss new innovative ways that they can stay above the water. This means staff have a thorough understanding of each child's needs and they develop individual learning plans that are tailored to target the needs of each child and focus on the skills they have already gained. As a result, children are provided with innovative adult-led activities that challenge their thinking and help them to extend their skills.

Older children are outstanding role models and help younger children in their play. For example, children of all ages play cooperative games of football, badminton and challenging group games. They work together to set out equipment and build complex assault courses to accommodate the group games. The play environment effectively supports children's all-round development and they are happy, settled and thoroughly enjoy their time at the club, complementing their learning in school. Children chat to one another and staff with confidence as they go about their play. They learn about numbers as they play games. For example, all staff use mathematical and positional language as children play. Problem-solving skills are encouraged as children build models using a wide range of large materials and construction bricks. Children use numbers and counting as they play, and develop an excellent understanding of shape, space, size and colour. Creative activities are a particular favourite with some children who use a variety of materials, such as paint, glue and glitter to create many imaginative objects. Children use scissors during planned activities but they are not always readily available for independent use at other times.

Children see positive images of race, culture, gender and disability through the toys and equipment, which reinforces their understanding of the wider world. Appropriate books are freely available to extend learning. Children use their imagination and creativity as they create bookmarks using specialist thread. This involves using fine handling skills delicately binding the thread together. Staff provide writing materials to encourage the children to write for purpose. For example, children write their names on the drawings and objects that they have made.

Parents have excellent opportunities to be involved in their child's learning and development. They can speak to staff when they drop off or collect their children, and they have access to their child's development record at any time. This helps them to continue their child's learning and development at home.

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

Children feel extremely secure as the staff ensure that strong, trusting relationships are formed through a highly effective key person system. This helps children to form secure emotional attachments and provides parents with a familiar person to share information with. Staff have built excellent relationships with the schools that children attend from, inviting teachers to visit the club. Older children are encouraged to share their school experiences with younger children for example during circle time older children share stories with younger children and discuss how school is 'great' and 'lots of fun like club' to further support with transitions.

Children have access to an extremely vibrant and relaxed environment in which they become independent learners. For example, children choose to 'chill out' and relax reading a book. They are highly stimulated through a wide range of text within the environment and have free access to high-quality resources both indoors and outside to independently select and play with. Children benefit from dynamic outdoor experiences which help them learn about the importance of fresh air and exercise and how to promote healthy lifestyles. Children's physical development is highly promoted through a range of well-planned activities, such as football, badminton, netball and regular use of the outdoor areas. Healthy eating practices are consistently promoted as a range of fresh fruit is available for children to access for snack.

Staff support children to develop their own awareness of safety by conducting regular fire drills, by inviting visitors in to talk about their roles and by talking to them about safety when out in the local community. As a result, they are developing a superb understanding of how to keep themselves safe. There is a range of multicultural resources available to support children's awareness of the diverse needs and cultures of others. Children explore different festivals, such as Chinese New Year and Diwali and staff routinely share information on other countries. As a result children learn about their own and others' cultures and beliefs and resources depict diversity positively.

Children clearly know the boundaries of the club and behave extremely well. For example, children tidy up promptly when requested to do so. Children follow their own routines and have their interests catered for as they plan their own day. This enables children to feel valued and respected and therefore encourages them to display high levels of positive behaviour.

Robust health and safety procedures ensure children are kept safe at all times. Staff carefully supervise children and are meticulous about completing safety checks and reviewing risk assessments in order to minimise hazards. Children show an excellent understanding of how to behave safely and sensibly in the way they promptly follow staff's guidance and access equipment correctly. For example, children discuss and contribute to assessing risks for themselves during a bouncy castle activity. Parents are encouraged to give as much information as possible about their children's individual health, dietary and medical needs, which staff understand and carefully meet.

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

Children are exceptionally well safeguarded. All staff are very aware of their roles and responsibilities in protecting the children in their care. They demonstrate a thorough understanding of their responsibilities for ensuring children, are kept safe at all times. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave the club, is in place. The provider supports parents' understanding of the club's practice by providing copies of the policies and procedures and they demonstrate a thorough knowledge of the service provided. The manager is very 'hands on' and supportive of all staff. She encourages them to reach their full potential. Their caring and approachable manner ensures that staff feel able to talk openly about any issues they have or new ideas they would like to implement. As a result, they feel valued and appreciated. The strong relationship between the provider, manager and staff enthuse equality and inclusion that ensures all members actively contribute to the excellent standards within the setting. All staff receive excellent opportunities for further development through training and this is evident from their knowledge and skills in offering a highly innovative learning environment which significantly enhances and extends children's learning and development.

Self-evaluation is rigorous and well documented, reflecting the strengths and weaknesses of the club. This ensures sustained improvement over time. The provider, manager and staff have an excellent understanding of their responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They are highly focused on the importance of assessing the planning and delivery of the educational programmes provided for each child. In addition to this, they continually monitor and revise their techniques in relation to children's progress and interventions where needed. As a result, they ensure that gaps are narrowing for groups of children and those identified as being in need of support.

Staff maintain positive links with all families and have strong partnerships with other agencies to ensure outcomes improve for all children. Comprehensive record keeping and procedures underpin the staff's effectiveness in keeping children safe from harm and promoting their care, health and safety in partnership with their parents and others. A consistent clear audit trail is maintained of communications with families and of discussions with, and any referrals to, other agencies. Partnerships with parents are exceptionally strong and the staff expertly involve them to ensure that a shared approach to children's learning is fully embedded. Parents are wholly valued and their views are sought and respected. Staff provide parents with useful information, such as behaviour management strategies, and encourage them to share their ideas and thoughts for improvements for the club. Parents are extremely happy with the club and comments received are very positive.

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	EY377295
Local authority	Swindon
Inspection number	844437
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	130
Name of provider	Janet Bodin
Date of previous inspection	31/10/2008
Telephone number	01793 778327

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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.

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