

Rendlesham After School Club

Rendlesham Primary School, Sycamore Drive, Rendlesham, Woodbridge, SUFFOLK, IP12 2GF

Inspection date	21/11/2013
Previous inspection date	14/10/2008

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		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's interaction, language and communication skills are fully supported as the staff talk with children about their day at school, their families and ask them questions about activities they undertake.
- The manager involves all staff in reviewing the environment and practice within the club. As a result, clear targets have been identified for improvement to benefit children.
- Teaching in the club is good as staff get down to children's level and question them effectively to help extend their spoken language, think critically and ensure that they are actively engaged in the range of activities available.
- Children are happy and settled. They have clearly built strong bonds with their key person and the good settling-in procedures ensures they feel safe and secure.

It is not yet outstanding because

- There are not enough opportunities for parents to be involved in their child's learning so staff have a precise and full picture of children's learning and development.

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 activities in the science room, library and the playground.
- The inspector looked at a range of records, staff suitability information, policies and procedures, and children's 'All about me' files.
- The inspector spoke to the manager, staff and children at appropriate intervals during the inspection.
- The inspector took into account the views of several parents spoken to during the inspection.

Inspector

Debbie Kerry

Full report

Information about the setting

Rendlesham After School Club is a privately run after school club which was registered in 2008. The club had originally been run from Rendlesham Day Nursery. It operates from the science room and library on the first floor in Rendlesham Primary School, Suffolk. Children also have access to a secure, enclosed outdoor play area which consists of a playground, tennis court and a grassed field. There are currently 35 children on roll, six of whom are in the early years age group. The setting is open each weekday from 7.50am to 8.50am and then 3.20pm to 6pm during term time and children come from the surrounding local area. The club supports children with special educational needs and/or disabilities. The club employs seven members of staff, all of whom hold appropriate early years qualifications to at least level 2. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- extend partnership working to provide opportunities for parents to be more involved in their child's learning, for example, so they can share their children's achievements from home and add comments to their 'All about me' files if they wish.

Inspection judgements

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

Teaching is good as staff ensure that all children are given an opportunity to talk as staff ask them what they want to do. For example, staff ask if children want to play 'guess what I am going to draw?' Staff get down to their level to draw a cartoon character, asking 'what will I do next?' Children describe the clothes and colours they wear so staff can complete the drawing and once finished the children colour the picture in. Staff support all children to be actively engaged with activities that interest them and help them to interact with their peers to develop their communication and social skills well.

Staff use the regular observations undertaken on the children to record children's achievements and interests. These are clearly linked to the seven areas of learning to reflect that children have a variety of experiences to fully support their ongoing learning. The educational programme of activities staff plan for children covers all seven areas of learning. Children's next steps in their learning are identified on a regular basis; these are then used to inform the planning each week so that children's needs and interests are met well and their learning is fully supported. Staff work closely with the teachers in the school, so that children's learning and development needs are fully supported, particularly those children with special educational needs and/or disabilities. However, parents support and involvement in their children's learning is not as well-supported. This is because

opportunities for parents to be more involved in their child's learning are not always provided, for example, so they can add comments to their children's 'All about me' files. This does not help staff to have a sharply focussed picture of children's development to plan more precisely for their ongoing learning needs.

Staff have a good understanding about how children learn as they are involved with the activities children undertake; staff get down to their level and encourage all children to be involved and actively engaged with the resources available. Staff demonstrate good teaching skills as they help children to learn new things. For example, children measure out the ingredients and mix them together to make salt dough. They use this to roll out and cut different shapes to create decorations ready for Christmas. Children are developing a good vocabulary and staff ask a range of questions during their play to develop their thinking skills. Children are given time to think about the question and process their thoughts. As a result, children are becoming confident communicators. Children paint using brushes and draw and colour with a range of media to support their pencil control. Staff count children before they access the playground and when they return to the classroom. This helps children to develop their number skills to support their learning and school work. Staff sit with children in the library, so those who have homework to finish or reading to do, have somewhere quiet to complete this.

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

The key person system has been implemented well. This ensures that each child in the early years age group has a named person to take responsibility for their daily well-being, plan for their learning and build positive relationships with parents. As a result, children settle quickly, are confident, and feel safe and secure in their relationships with staff and each other. Children are fully supported and emotionally prepared for their transition to the club as staff from the nursery they frequently transfer from, come with them, so all information is available and they have a familiar face to support them in their new surroundings. Parents can stagger the times and sessions children attend as they can come in to meet the staff and other children when first starting, to help them to settle. Parents are asked to complete an 'All about me form' to obtain relevant information so children's needs can be provided for when they start. Teachers from the primary school bring the children to the club at the end of the day to help ease the transition and for continuity of care as relevant information is passed on to the club staff.

The routine of each session promotes children's confidence as they know what happens next. Staff also give them a warning when there is going to be a change of activity. This allows children to bring their play to an end they are happy with. Toys and resources are stored so that children can choose what they want to play with, supporting their independence. Staff are good role models for children. They are encouraged to share and take turns with resources, and are helped to play together. As a result, children behave very well. The club has rules in place that the children have collaborated on and have devised and written themselves, using their own words, which are displayed as a reminder. Staff help children learn to respect the beliefs and differences in the wider society through a range of different activities throughout the year. The inclusive club ensures that all children are made welcome and helps them develop positive attitudes

towards others.

Children manage their own toileting needs and put on their coats before going outside, to support their independence well. There are good arrangements in place to help children learn to keep themselves safe, through everyday routines, as they are reminded not to run on the stairs and to stay where staff can see them when using the school playground. Children practise the emergency evacuation procedure, to ensure that they know what to do to keep themselves safe in an emergency. Children develop independent skills as they pour their own drinks and serve their own food for themselves at tea time. Staff remind children to wash their hands before eating so they develop a good understanding of promoting their own health. Children access the playground at the beginning of each session so they have daily opportunities for physical play to promote their good health and well-being.

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

Staff understand their roles and responsibilities in safeguarding children from abuse and neglect and robust policies and procedures support their practice. The manager ensures that all staff attend safeguarding training to ensure that they know what to do if they should have any concerns about the welfare of a child. There are robust recruitment procedures in place to ensure that all adults working with children are suitable to do so. Suitable induction procedures ensure that staff are fully aware of all their responsibilities towards supporting children's welfare and development. All staff hold early years qualifications and are supported with undertaking further training for their professional development, to extend their knowledge and to benefit children. This ensures that teaching is of a good quality and supports children's learning and development. Security is a high priority and the premises are safe and secure. The main door of the school, which is used to access the club, is locked and staff let parents into the school after they have rung a bell.

Management and staff are enthusiastic, motivated and committed to improving the setting to benefit children. The staff work well together as a team and ensure that there is good communication between staff about children's individual needs. They use a communication book to record resources needed to support children's interests and any changes relating to the children, so that all staff work towards supporting children's individual needs the best that they can. Practice is based on a secure knowledge and understanding of the learning and development requirements and all staff support children to make good progress. Self-evaluation is used well to inform priorities and to set clear targets for improvement. All staff are involved in identifying areas for development. The new manager has reviewed all areas, policies and procedures several times since taking over in September to ensure that they are making progress and effectively supporting children's continued learning and development. The views of parents are sought through daily discussion and also written questionnaires, the responses to which are used to further improve the good practice in the club. Parents are kept well-informed about their child's day, through daily verbal communication, where staff pass on information from school. The club sends newsletters out to parents regularly and monthly emails to keep them

updated on planned events and any changes. Effective partnership working with teachers in the school ensures that children are provide with good continuity of care and in their learning 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY362271
Local authority	Suffolk
Inspection number	878467
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	35
Name of provider	Detapak Ltd
Date of previous inspection	14/10/2008
Telephone number	01394 462190

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

