

# Rise & Shine OOSC & Holiday Club

Richard Newman Primary School, Laithes Lane, BARNSELEY, South Yorkshire, S71 3AF

## Inspection date

22/05/2014

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 have an eagerness for learning because staff plan purposeful activities that extend children's learning and help them to make good progress.
- This is a welcoming and calm environment where young children develop strong attachments with their key person. This results in children being happy, confident and sociable in the setting.
- The setting is safe and organised well by experienced leaders who ensure that staff know how to safeguard and protect children.
- Children's needs are met well through highly effective partnerships between the staff, parents and the school.

### It is not yet outstanding because

- Children have not had opportunities to experience planting and growing flowers or vegetables. As a result, children's understanding of how to care for nature, plants or living things is not fully developed.
- There is room to develop children's independence skills even further during routine activities, such as mealtimes.

## 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 play room and outdoors, and had a tour of the on-site school.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector looked at all relevant documentation provided.
- The inspector spoke to the children during free play.
- The inspector checked evidence of suitability and qualifications of staff working with children.

## Inspector

Hayley Gardiner

## Full report

### Information about the setting

Rise & Shine OOSC & Holiday Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Barnsley and is managed by a private company. The setting serves the local area and is accessible to all children. It operates from facilities within Richard Newman Primary School and there is a secure area available for outdoor play. The setting employs five members of childcare staff, of whom three hold qualifications at level 3 and two are unqualified. The club opens Monday to Friday all year round. Sessions are from 7am until 9am and 3.15pm until 6pm. During the school holidays, the club opens from 7am until 6pm. Children attend for a variety of sessions. There are currently 35 children on roll. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- enhance children's understanding of how to care for nature and living things, for example, by providing children with opportunities to explore planting and growing activities
- strengthen children's independence skills even further, for example, by allowing them to be more independent at mealtimes by pouring their drinks or chopping their fruit.

## Inspection judgements

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

The staff have a good secure knowledge of the Early Years Foundation Stage and child development. They use effective teaching strategies to provide children with a wide range of interesting, stimulating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for later life. Children have individual learning files; these include some creative work, photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up to date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home.

The club provides a good learning environment for children covering all areas of learning while complementing their school day well. All children can easily access resources and equipment as they are stored at low level, which promotes their independence. Children are praised when they do well and this helps to build their confidence and self-esteem. Children learn about the wider society well; they use resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing up clothes. They take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. Children play outside where they learn to be physically active. The outdoor area is in the school playground and children benefit from a large natural environment. Children are motivated by the surroundings of the outdoors and they look at different trees and plants with interest. The staff speak to children regularly about the various types of plants and nature. However, children have not experienced planting and growing their own flowers or vegetables. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having, older children independently access the television, compact disc players and torches.

Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure children have free choice. All activities successfully reflect children's individual interests. For example, they have an interest in junk modelling and creating their own structures by recycling boxes and cartons. Staff support this by providing various resources to allow children to construct freely. Children enjoy exploring the paint and making marks on the paper by using the brushes and sponges appropriately. All children explore the paint with interest, giving meanings to the marks they paint and this supports their emerging writing skills. Children become excited as parents collect them, so they can take home their own picture or model.

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

The club works a key person system in order to support children's emotional welfare and key persons show a consistently detailed knowledge of children, their routines and their preferences. Therefore, key persons can provide a good level of support for children's emotional well-being, which consequently enhances children's learning. The child's key person takes time to find out about the children's preferences, needs and routines this helps to ensure care is consistent, so children make the transition from their home into the club with ease. Settling-in sessions are offered to parents to ensure that children have sufficient time to form strong attachments with the staff. As a result, children quickly feel at ease and begin to form strong relationships. Staff are skilled in recognising the individuality of each child and providing for their different needs and interests. Younger children are confident to explore their surroundings, safe in the knowledge they have the support of nurturing staff and they feel secure. They form close attachments to the staff and as they get older they begin to enjoy cuddling close to the staff to watch television programmes or have a story.

A very good awareness of hygiene practices is apparent at all times. Children enjoy nutritious, healthy snacks, such as fruit. Snack time works very well and children make choices and serve themselves their snack such as toast, vegetables or fruit. However, there is scope to give children a great sense of responsibility at snack time, such as by giving them the opportunity to pour their own drinks or cut their own fruit. They enjoy fresh air and exercise daily. The club works hard to ensure each child's individual needs are well met. For example, staff have detailed sheets about allergies children have to ensure these foods are not provided on their day in the club. They work closely with parents to adapt menus and baking activities to ensure all children are fully included and able to participate. Staff offer lots of praise and encouragement, giving the children the confidence to practise these skills under their close supervision. Children show a very good level of self-care and can manage aspects of personal hygiene in relation to their age and stage of development. For example, staff talk to children about the importance of washing their hands thoroughly before mealtimes. As a result, children have opportunities to learn effective hygiene routines. All areas of the club are very clean and well maintained to help prevent the spread of any germs.

Children behave well. They are very thoughtful and caring to each other as they play and share toys really well. The staff are consistent with how they manage behaviour and children receive regular praise and encouragement as they play. This promotes children's self-esteem extremely well. Children learn to keep themselves and each other safe as they play. For example, they are sensitively reminded not to run inside as they may trip and fall. Children new to the club have the opportunity to play in small groups or alone. This supports them to feel safe and secure and to settle quickly. Staff prepare children extremely well for the move to school and for their future learning. This is because children learn positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff forge superb links with the on-site school and have developed close relationships with the teachers.

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

The motivating leadership of the nursery team encourages a very inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enriched by the effective way in which the club is led and managed. The leader's energy is infectious, having an extremely positive impact on other staff and children. The input of all staff, parents and children is acted upon to ensure the provision is of a high quality so that all children's needs are met. Children's welfare is skilfully safeguarded as all staff have broad knowledge of the safeguarding policies and procedures. Completion of training with regard to child protection means they are fully up to date with current practices. They are skilled in effectively recognising any child who may be at risk of harm and take the appropriate action. Robust risk assessments of the premises, completion of regular fire drills and adults qualified in first aid, means children's well-being is never compromised. Recruitment is rigorous in ensuring that newly appointed staff hold appropriate qualifications and follow a strict induction programme, which

extends throughout their probation. The management has a clear and consistent high expectation of staff. Supervision is regular and all staff have opportunities to develop their professional skills and knowledge. All staff attend regular training covering child protection, health and safety and differing medical conditions. Detailed and inclusive policies and procedures are in place to cover all aspects of the provision and these, consequently, help staff effectively meet the needs of each and every child. This enables the children to have fun in a calm and tranquil environment and parents can relax in the knowledge that children are extremely well cared for.

The management team is extremely pro-active in monitoring their after school and holiday club and practice to provide an inspiring learning environment for children to flourish in. They plan stimulating and exciting activities to provide children with challenge and to support each child in their own learning and development. A self-evaluation document and action plans are completed to constantly monitor the provision and the learning environment for children. The management and staff have high expectations of themselves to provide an excellent learning environment for children. Appraisals and regular discussions with the management team ensure that staff's training and professional development is personalised to their needs and to those of the nursery. They then share this knowledge and that which they gain on training courses and cascade this at meetings.

Partnerships with parents are very well established, ensuring children's development is effectively enhanced, while meeting their needs and supporting smooth transitions to nursery, pre-school or school. School teachers are also invited into the club to talk at length with the children's key workers. This sharing of information about their learning and development, prior to the children leaving the setting, supports the transition process into school very well.

### 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

<b>Unique reference number</b>	EY467030
<b>Local authority</b>	Barnsley
<b>Inspection number</b>	945144
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	25
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Samantha Hitchen & Joanne Daly
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01226 281255

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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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