

# Rainbow Out of School Club - At Cage Green

Cage Green Primary School, Cage Green Road, TONBRIDGE, Kent, TN10 4PT

<b>Inspection date</b>	14/05/2014
Previous inspection date	12/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Staff challenge children are really well through the very good range of high quality, exciting and stimulating experiences and resources.
- Staff form close relationships with children and parents. They share information on a daily basis, ensuring they meet the individual needs of each child.
- Children demonstrate good behaviour. They respect each other and staff due to the well-embedded rules and boundaries.
- Children play an active role in the detailed self-evaluation process. Their voice is highly valued, giving them a sense of ownership of the afterschool club.

### It is not yet outstanding because

- Children do not have opportunities to store unfinished creations they work on to complete at a later date, and to take photographs and display them once finished to recall and increase their sense of belonging and pride in their achievements.
- Staff do not fully extend children's personal independence skills at all times, for example, at meal times.

## **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 toured the areas used for the after school club.
- The inspector observed the staff and children interacting.
- The inspector sampled written documentation, including children's progress reports, policies and procedures.
- The inspector spoke in depth to the staff, children and gathered parents' views.
- The inspector held discussions with staff regarding observation of activities.
- The inspector invited the manager to carry out a joint observation.

## **Inspector**

Kelly Hawkins

## Full report

### Information about the setting

Rainbow Out of School Club at Cage Green originally opened in 2005 and registered under its present registration in 2011. The club operates from a hall in Cage Green School in Tonbridge, Kent and provides before and after school care during school term times. All children share access to a secure enclosed outdoor play area. The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 24 children on roll, of whom 13 are under eight years and two are in the early years age range. The club is open each weekday from 8am to 8.45am and 3.15pm to 6pm. They employ four members of staff of whom three hold appropriate qualifications. A minimum of three staff attend each session.

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

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

- promote children's sense of belonging and pride in their achievements further by providing opportunities for them to store unfinished models and projects to continue with at a later date, and to display their personal creations when complete
- extend opportunities for children to continue to develop and build their personal independence skills.

## Inspection judgements

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

Children have engaging experiences and fun participating in activities during their time in this spacious, inviting and welcoming environment. The children enjoy mixing with others of all ages, supporting their developing personal, social and emotional skills well. This encourages them to consider the needs of other children, to show respect, help and care for one another.

Staff provide good supervision and support where needed. Planning complements children's experiences at school. A wide range of resources are set out every day. Children make choices about what they want to do. They offer suggestions and share ideas about activities, which staff take into account when planning. For example, children complete personal details and facts about their favourite things, such as, films and books, which staff add to children questionnaires and wish lists. This aids planning making it individual to each child to meet their differing needs and interests. Staff plan a wide range of interesting activities that children are eager to take part in. For example, they enjoy weekly science projects, and topics chosen by the children such as chocolate milkshake

week. Staff are mindful to include all children, and are skilful when adapting and differentiating activities and experiences to accommodate all the children's ages and abilities. Children are extremely engaged in their activities. Staff do not provide opportunities for them to store their unfinished projects to complete at a later date, or for them to take photographs and display the completed models and creations. This means children become disheartened when it is time to tidy away, impacting on their sense of belonging and pride in their achievements.

Children have a vast amount of opportunities to develop their learning in all areas. They particularly enjoy being physically active after a day at school. They use the large school field and playground and have free access to a wide range of equipment including ball games and balancing equipment, which helps to develop control and coordination. Children develop a good understanding of the world around them as they celebrate many different festivals and events. For example, they are preparing for Fathers Day and children proudly show off their scrapbook of recent events such as Easter.

Staff interact well with children and chat freely to them at all times, such as during snack time where they discuss their favourite toppings and reflect upon what they have done that day. Children feel safe and confident to freely offer thoughts and memories to the staff, and proudly tell them what they plan to do at home. Staff are skilful in making links between the children's home and the setting, giving a personal touch and the children a sense of belonging. This also helps children develop their communication and language skills effectively.

Staff gather information about children's current stage of development when they first attend. They build on this, making their own observations, and liaise closely with parents and the children's schoolteacher to plan suitable activities and identify children's specific needs. For example, helping children settle, familiarise themselves with the routine and make new friends.

Children's individual observational books include lots of photographic evidence of them taking part in a wide range of activities, as well as written observations staff make of their learning and development. Staff link observations to the seven areas of learning and use a recognised child development guidance to establish children's next steps in learning. Parents can see these records at any time and staff provide detailed verbal feedback at the end of the session so parents are aware of the care their children receive and the good progress they make.

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

Children receive good support during the settling-in process by their key person who they develop a strong bond with. They attend several pre-visits and during their first few weeks of attendance, staff monitor them to see how they settle and what activities they like. Staff seek and respect the children's views and thoughts, helping them to feel valued. Staff treat children with respect and recognise them as individuals, which results in children feeling happy and secure. The children's behaviour is good. Staff ensure they are

engaged and interested in what is going on. Children play cooperatively and respond positively to staff instructions, for example, to wash their hands before teatime and after using the toilet. Children are encouraged to resolve conflicts independently and find a compromise with support from staff if required. Children appreciate the opportunity to socialise with their friends as they sit together at mealtimes.

Children learn how to keep themselves safe by practising the evacuation drill so they know how to leave the building quickly and safely. Parents and visitors press the intercom to gain staff attention and children are not able to leave the building unaccompanied because the door is secure at all times. Staff undertake daily risk assessments and are aware of the potential hazards within the setting. They support children well to learn about safe practices within the routine. For example, children warn each other not to run indoors, or swing on their chairs.

Children develop a good understanding of the importance of a healthy diet as they enjoy a balanced menu for tea. They gain some personal independence skills, as they are able to spread their own toppings on food and clear away their plates. However, this is not consistent, as staff do not extend this further so that they pour their own drinks and cut their own salad.

Staff set out the interesting and well-resourced environment before children arrive. They arrange different tables and activities linked to the areas of learning. For example, the creative table has bands to make bracelets and the physical area has a soft mat for performances or gymnastics. Children have access to a range of equipment that helps develop technology skills, such as a handheld games console, a compact disc player, which they operate so they can listen to pop music and a beam game where they have to beat the laser, developing their hand eye co-ordination.

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

All aspects of the setting are well organised. The experienced coordinator is responsible for the day-to-day management and works closely with the company director who offers her support if required. Robust recruitment procedures are followed to ensure suitably qualified staff are employed. There is a well thought-out induction programme to ensure new staff are clear about their role and responsibilities. Management closely monitor staff performance through regular supervision meetings and an annual appraisal where they identify training needs, and targets and aims are set together. The coordinator maintains staff details, including a training record, so that core training, such as first aid and safeguarding, remains current for all staff.

The setting has successfully addressed the action and recommendations raised at the previous inspection. This means all written risk assessment records are thorough and effective to provide a safe environment and keep children safe. Ongoing self-evaluation and regular and thorough risk assessments means the coordinator now involves all staff in monitoring the quality of the provision, which they review regularly. The children's and

parents' views are sought through regular questionnaires and evaluation of activities and experiences. This helps management and staff adapt activities and planning to meet individual needs and interests.

There are good arrangements in place to safeguard children. The coordinator takes the lead role for this, having completed appropriate training to support her. There is a written policy in place, which parents receive so they are clear about the setting's role in protecting children. Staff accompany all parents and visitors at all times in and out of the building to further protect children's welfare.

The setting works closely with parents so they are clear on the expectations for effective partnership working, and what their children achieve at the club. Partnership working between the head teacher at the school and staff at the club is also effective. They hold regular meetings that benefit the children. For example, a new notice board is in place to display the children's work, and there are plans for children to have free access into the newly refurbished outdoor area.

### **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>	EY425322
<b>Local authority</b>	Kent
<b>Inspection number</b>	816600
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Rainbow Out of School Clubs Ltd
<b>Date of previous inspection</b>	12/07/2011
<b>Telephone number</b>	07717214041

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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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