

Rascals 2000

Ronkswood Community Centre, Canterbury Road, WORCESTER, Worcestershire, WR5 1PJ

Inspection date

26/06/2014

Previous inspection date

21/03/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 close attachments to staff and settle in quickly on arrival. They develop good communication and language skills because staff interact effectively to support learning while they play.
- Children make friends with children who are from different year groups and schools, helping them to develop their social skills and self-confidence.
- Children make good progress in their learning because staff plan and provide a range of interesting and stimulating activities, which children enjoy.
- Safeguarding policies and procedures are clear. Staff work well together and they understand their role in making sure that children are protected from harm and kept safe.
- Partnerships with parents are well-established. This ensures children's welfare needs are securely met.

It is not yet outstanding because

- There is opportunity to improve the partnerships between the setting and schools to ensure that even more information is shared about children's learning and development to support their progress further.

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 all indoor and outdoor areas used by children.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety and discussed the club's self-evaluation process.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Rascals 2000 out of school club is a privately run club, which opened in 1995 and operates from two rooms within Ronkswood Community Centre in Worcester. It has strong links with two local schools. The club is accessible to all children and there are several areas available for outdoor play. The club opens Monday to Friday, during school term times. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 13 children on roll, of whom three are in the early years age group. The club employs three members of childcare staff, who all hold appropriate early years qualifications at level 3. The club receives support from the local authority.

What the setting needs to do to improve further

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

- build on the existing partnerships with the schools children attend to further improve the information sharing to fully complement children's learning and enjoyment.

Inspection judgements

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

Children are happy and they settle quickly, greeting each other warmly, on arrival. Staff plan a wide range of activities and experiences, which effectively meet the learning and development needs of children who attend. Children benefit from the wide range of activities provided, which complements their learning in school. The available materials and activities stimulate children's independent learning because they make choices about what they would like to do. Consequently, they are interested in what they are doing and quickly become absorbed in play. For example, a group of children set up a post office shop and they play well together for extended periods of time. Staff support them when required by prompting them to think about how they can each take on a different role and by encouraging sharing. As a result children comment, 'we have to share the money, so that we can both play.' This shows that they are considering their actions and expressing social skills that enable them to play well together. Therefore, they develop communication skills and build their self-confidence with other children. This helps to prepare them for the next stage in learning as they progress through school.

A key-person system has been established and staff are aware that children in the early years age range require different support to ensure that their needs are met. Good relationships between children and staff are evident and staff clearly know children well. Children have their own work books where they are encouraged to 'do writing and sums'.

Children enjoy sharing the skills that they have learned at school and staff sit with them to provide encouragement and support. However, there is opportunity to improve the sharing of information about children's learning between the club and schools to support their ongoing learning even further. The club uses observation books to provide summaries of what children have been doing and comments made by staff show how these activities link to the areas of learning. This shows that staff have the necessary skills and understanding of the Early Years Foundation Stage to enable them to plan complementary activities that support children's all-round development.

Good relationships between staff and parents are evident and they routinely share important information about children. Staff ensure that parents receive any letters or information passed on from schools. This ensures that parents remain informed about their child's day at school. Children take home a variety of drawings and creations that they have made, which enables parents to see what children have been doing and discuss activities that have taken place in the club. Therefore, they are able to share in their children's interests and learning.

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

Children feel secure because they have good attachments with staff, who are affectionate and caring. The transition into the club from schools is managed well and helps them to feel confident and happy in their surroundings. Attentive staff discuss with them any events that have occurred at school and chat about their achievements. For example, they give lots of praise and encouragement when a child reports that they have done well at sports day. The club is small and children in the early years age range have an identified key person, who knows them well. In addition, relationships between children and staff are close because they play together and staff join in activities. This helps foster an environment that supports children's emotional well-being. Children show that they feel safe, secure and they build friendships with children of all ages, who are from different schools. All children have their own tray where they can keep special items safe. In addition, they can place activities that they have not finished in their tray to return to at another time. This helps them to feel a sense of belonging at the club.

Children benefit from a calm and supportive atmosphere where they are listened to and cared about. The welcoming environment and the opportunities to join in with a variety of experiences contribute to children's sense of belonging and enjoyment at the club. As a result, children's behaviour is good and staff provide appropriate, positive role models. Children confidently interact with staff, which shows that they routinely feel listened to and their opinion taken into account. Children are asked to complete questionnaires where they rate how much they enjoy aspects of the club by drawing happy or sad faces. This means that they contribute to how the club is run and what activities are provided. Children show increasing levels of independence. They manage their own personal care needs and help to prepare their own snack by applying their own spreads onto toast or serving themselves drinks or fruit. The club staff support children to lead a healthy lifestyle by providing healthy food choices and ensuring that children regularly play outside. Staff recognise the importance of children taking part in challenging physical activities that

provide some elements of risk by, for example, letting them climb a small tree. Consequently, children enjoy the varied range of activities provided in the outdoor areas.

Older and younger children play well together and staff ensure that they have a variety of activities that meet their differing needs and interests. For example, they play a board game with an older child while another member of staff is joining younger children in the role play area. Staff routinely give children good amounts of individual attention and as a result, children are well-cared for. Staff ensure that they share information that supports children's well-being with parents and school staff, for example, if children are having difficulties managing their behaviour. The club staff ensure that they work alongside of other professionals and offer strategies and information as appropriate. The club has also established a daily routine, which children clearly know. On arrival they gather together around a table and wait for their friends before they have a light meal. Afterwards, they quickly settle into one of the interesting activities that are on offer. This ensures that all children know what is happening and they can predict what is required from them. Likewise, children have been involved in writing their own set of rules, which are displayed to remind them about what is appropriate behaviour at the club.

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

The management and staff team work closely together to ensure that the club operates effectively and meets the needs of children who attend. Policies and procedures support staff practice and ensure that the requirements of the Early Years Foundation Stage are met. The staff team is well established with staff being employed for an extended period of time. Their ongoing suitability is checked periodically to ensure they remain suitable to work with children. In addition, children are safeguarded because staff routinely attend training to update their knowledge and as a result, they are clear about their role in keeping children safe from harm. They are vigilant in ensuring that the indoor environment is kept secure and have procedures in place for supervising children using communal areas in the centre where they are based. Staff carry out daily safety checks and all children, staff and visitors are signed in and out of the club. This helps to ensure the safety of children and others on the premises in the event of a fire or any other emergency.

Staff have a clear understanding of the Early Years Foundation Stage and demonstrate a secure understanding of how to meet the safeguarding and welfare and the learning and development requirements. Planning and evaluation of the activities provided are good and ensures that children are supported to make good progress in all areas of learning. Partnerships with schools have been developed, which means that information about children is shared. Although, there is scope to share more specific information about children's learning, to extend their learning even further. Partnerships with parents are embedded and parents spoken to on the day of inspection speak extremely positively about the club. Parents say, 'their children's experiences at the club are excellent', which shows that it is highly regarded by those who use it.

All staff receive line management and have supervision meetings with a member of the management team, which supports their ongoing professional development. Clear evaluation of staff training needs means that required training in first-aid, safeguarding children and food hygiene are identified and action taken to update. Further training needs are identified through discussions and team meetings, which help to develop and strengthen all members of the team and ensure that they develop their skills for the benefit of children in their care. The club's staff have begun to evaluate its own performance through a self-evaluation process and have developed action plans in partnership with the local authority. Staff routinely seek the views of parents and children to strengthen this process and this provides them with opportunities to identify priorities for improvement that ensure the best possible outcomes for children who attend.

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	205422
Local authority	Worcestershire
Inspection number	818019
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	13
Name of provider	Emma Louise Harding
Date of previous inspection	21/03/2011
Telephone number	01905 359578

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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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