

# Rhymes@ Gorseland

Gorseland Primary School, Deben Avenue, Martlesham Heath, IPSWICH, IP5 3QR

<b>Inspection date</b>	10/07/2014
Previous inspection date	06/07/2011

<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		4
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- Staff do not have sufficient knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. This means teaching strategies do not fully support children to make good progress in the prime areas of learning, which are crucial for children's all-round development.
- The staff are not effectively planning experiences that are fully matched to children's interests, enthusiasms and capabilities.
- The arrangements for staff supervision are not robust or effective, to ensure that training needs are addressed in a timely way. In addition, not all the required records that promote the efficient management of the club are easily available for inspection.

### It has the following strengths

- Children are protected because staff are vigilant about their security and daily checks are made to ensure that the premises and equipment are safe.
- The staff build friendly and helpful relationships with parents and keep them suitably informed about their children's time in the setting.
- There is an appropriate key-person system. This means that children feel secure as they form warm bonds with the familiar and friendly staff.

## 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 accompanied staff as they collected children from the host school.
- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the club's management, staff and children.
- The inspector viewed a sample of the children's records.  
The inspector saw evidence of suitability of the staff, risk assessment, self-evaluation, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Patricia Champion

## Full report

### Information about the setting

Rhymes at Gorseland was registered in 2010. The out of school club is one of six settings run by Little Joe Ltd. It operates from a purpose-built premises in the grounds of Gorseland Primary School in Martlesham Heath, Suffolk. The club serves children attending two local primary schools. The club opens Monday to Friday, during school term times. Sessions are from 7.30am until 9am and from 3.30pm until 6pm. Children attend for a variety of sessions. Children are cared for in one playroom and have access to an enclosed area for outdoor play. There are currently 70 children attending, of these five children are within the early years age group. The club supports children with special educational needs and/or disabilities. There are currently four staff working directly with the children. There are two staff that hold an early years or play work qualification at level 3 and there are two staff that hold a qualification at level 2. The club receives support from the local authority. It 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 meet the requirements of the Early Years Foundation Stage the provider must:

- develop the staff's knowledge and understanding of how young children learn to ensure that activity planning consistently reflects the broad range of skills, knowledge and attitudes children need as foundations for good future progress
- provide more challenging and enjoyable experiences for children by reviewing routines, the use of resources and information obtained from parents, to ensure that activities are more closely matched to the youngest children's needs, interests, and stage of development
- implement more robust arrangements for staff supervision to ensure that training needs are discussed and addressed in a timely way
- ensure that all the required records are easily accessible and available for inspection.

### Inspection judgements

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

Teaching is inadequate because staff have an insufficient knowledge of how children learn, which has a negative impact on the learning and development opportunities given to children. The key persons observe the younger children as they play and they record

some ideas for children's next steps. However, the staff are not always gathering information from parents regarding their child's interests and capabilities when they join the club. In addition, not all the key persons are contributing towards the activity planning. This means that children's interests and needs are not consistently planned for, particularly in the prime areas of learning. The club aims to provide children with freely chosen, self-directed play opportunities. However, the playroom is not always set up with resources, or ideas for activities, when children enter the club after their school day. While older children confidently look in cupboards and drawers for play equipment, the staff are not fully supporting the youngest children when helping them to choose their resources. As a result, younger children have lengthy periods of inactivity and spend time watching the older children. This is because they do not have experiences easily available that are matched to their needs, interests and capabilities. It is the older children who notice that the younger children are unoccupied and they offer to find them drawing paper or invite them to join in their games. This means that children's progress is likely to be below what might usually be expected, because they are not fully supported or motivated by staff to achieve as much as they can.

There are times for social interactions. Warm and friendly conversations take place between the staff and children. For example, all children sit together at snack times and the older children chat confidently about their day. The younger children are starting to become more confident in their interactions and talk to staff about the food they like to eat or their school experiences. There is some use of open questioning to elicit interesting answers from the children. After snack time, some staff join the children's in their games and this means that appropriate challenge is offered when children need to follow instructions and take turns to complete a task. The staff are mindful that children have been at school all day and opportunities are provided for children to relax, play quietly or to move more energetically. As children only have access to a small outdoor area, they are sometimes taken to a nearby park for more energetic exercise or team games.

Children are using some of the skills they use in the classroom during routines and activities. They listen attentively and respond clearly at registration time and are keen to help staff when tidying up after meal times. Children use their imagination when playing with small world figures or demonstrate their artistic abilities when they have access to art and craft resources. Children are proud of the displays they create in the playroom. There are some adult-led activities provided, such as the weekly cooking session. This provides children the opportunity to work together to follow recipes and learn how to weigh, mix and bake ingredients to make cakes or pizzas.

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

The atmosphere at the club is very friendly and relaxed. Overall, children enjoy their time in the club and feel secure in the relationships they develop with the staff caring for them. Children harmoniously play alongside their peers and the older children show a mature attitude when supporting and playing alongside the youngest children. Suitable arrangements are in place to welcome children when they first join the setting. There is an appropriate key-person system so parents know who they can talk to if they want to discuss their children's well-being. Although not all parents provide information about

children's interests and enthusiasms, the key persons ensure they do gather the essential details about individual care needs, right from the start. This means that key persons are knowledgeable about any allergies or special dietary requirements. The staff also gather appropriate information from parents to ensure they can provide suitable support for children with special educational needs and/or disabilities.

Children appropriately learn to adopt healthy lifestyles. As part of the routine, children are encouraged to wash their hands before eating their meals, this helps them to embed and understand self-care practices. Cups and jugs of water are accessible so children can pour themselves a drink whenever they feel thirsty. Children are provided with a light snack after school and the menu includes children's favourite foods to eat and healthy options, such as fresh fruit. Children are encouraged to become independent as they clear away their plates and cups and some older children help to load the dishwasher.

The staff use sound behaviour management routines to help children gain an understanding of right and wrong. This means that children know what is expected of them. Staff effectively use strategies, such as a behaviour star chart to reward children when they act responsibly or help others. Staff also remind children about safety to help them become increasingly responsible for looking after themselves and those around them. For example, they regularly practise fire drills so that they know how to swiftly exit the premises in an emergency. There are reliable arrangements for taking and collecting children to and from school. The children in the early years are collected from their classrooms, which means that staff are able to share information with the class teacher and pass on messages to and from parents. Staff are particularly alert when escorting the children across the busy playgrounds and they continually check and count to make sure that all the children are present. This gives children a sense of security and an understanding of the need for sensible behaviour at this busy time.

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

This inspection was prioritised by Ofsted following an inadequate inspection at a linked provision. The inspector found that in this club there are breaches in the safeguarding and welfare requirements, however, these do not have a significant impact on children's safety and well-being. However, there are more significant weaknesses relating to the learning and development requirements. This means that there is inconsistent practice in teaching, and as a result, some children lack enthusiasm for learning. There are acceptable arrangements for safeguarding children. All the staff have completed the relevant background checks. Suitable induction procedures have been concluded to ensure that all adults are suitable to work with children. This means that all staff are aware of the club's policies and procedures and their responsibilities when protecting children from harm. Staff have completed some safeguarding training and know about their child protection responsibilities. This means they are aware of the signs alerting them to any child protection concerns and who these should be reported to. There is a member of the management, who works at a sister setting in the vicinity, that acts as the designated person for safeguarding for the entire Rhymes chain. This manager has an expert knowledge of safeguarding and is available to staff for discussion, if they have concerns

about a child's welfare. There are always staff on site that hold first-aid or food hygiene qualifications, so they can deal with minor injuries and prepare food safely. Appropriate accident records are maintained and parents sign to acknowledge the entry. The staff are vigilant about the security of the children. There are consistent procedures for monitoring visitors and entrance doors remain locked with a coded entry system, to prevent the risk of unauthorised access or a child leaving unnoticed. Staff are appropriately deployed, so that children are constantly supervised and remain within sight and hearing, throughout the sessions. Acceptable risk assessment and daily checks are carried out for the premises and these are suitable in ensuring that any potential hazards are removed or made safe.

Since the last inspection, there have been significant changes to the leadership and management of the setting. There is a new out of school coordinator in place, who is keen to make improvements and has started monitoring the staffs' practice. However, little time has passed to ensure any changes implemented are fully embedded into practice. Consequently, it is too early to determine whether there has been a positive impact on children's learning and development. The staff have regular team meetings to share ideas about best practice with the sister settings. However, it has been two years since the staff have had formal appraisals and any individual supervision meetings with managers are not used to rigorously to identify training needs. This means that while there are opportunities for staff to attend some courses, priority has not been given to arranging training to raise staff's awareness of how they can support children to learn. This means that not all staff have the confidence to plan experiences that support children's development, particularly in the prime areas of learning. In addition, the management team are not robustly monitoring the experiences offered to ensure that children are given optimum support in their development. Most of the essential documentation that supports the efficient running of the club is accessible and appropriately maintained. However, some important information about the staff's qualifications and training is held offsite, and therefore, is not available for inspection.

Friendly partnerships are established with parents and carers and they are kept suitably informed about the provision through the club's prospectus and emails. Parents say they appreciate the flexibility the club offers and value the way the staff communicate with them. The partnership with the host school is well established. The staff are on friendly terms with the Reception teachers and obtain information about school events and pass on messages to help keep parents updated.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY414656
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	981103
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Little Joe Ltd
<b>Date of previous inspection</b>	06/07/2011
<b>Telephone number</b>	01473 611 881

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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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