

Reepham Rascals Out of School Club

Reepham Primary School, School Road, Reepham, Norwich, Norfolk, NR10 4JP

Inspection date	22/07/2014
Previous inspection date	06/11/2008

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 learning at school is complemented well in the club through the effective teaching by staff. Staff work closely with their teachers and parents. This means that children's needs are well met and they continue to build their knowledge and skills.
- Staff provide a broad range of activities, both indoors and outside, for the children to enjoy. Furthermore, they regularly invite in members of the community to share their skills with the children. As a result, children are enthusiastic about spending time in the club and learning new skills.
- Staff demonstrate a good understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- Children build positive relationships with the staff and secure friendships with other children attending. Consequently, their emotional well-being is effectively supported.

It is not yet outstanding because

- Staff do not make consistent use of open-ended questions to extend children's learning and encourage them to think for themselves.
- There is potential for staff to increase the social aspect of mealtimes and further promote children's developing self-care skills.

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 indoor and outdoor areas.
- The inspector held a meeting with the manager and spoke with the chairperson of the committee.
- The inspector spoke to staff and children throughout the inspection as necessary.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation used to provide information to parents.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lindsey Cullum

Full report

Information about the setting

Reepham Rascals Out of School Club opened in 2002 and is run by a voluntary committee. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the school canteen, situated in Reepham Primary School and children have access to the school hall, library, drama and computer room. The premises can be accessed by both steps and a ramp. The school playground and field are available for outdoor activities. The club is open each weekday, for breakfast club from 7.45am until 9am and out of school care from 3.10pm until 6pm, during school term-times only. There are currently 40 children on roll, of whom six are in the early years age group. The club currently employs three staff. Of these, one holds an appropriate early years qualification and two are experienced play workers.

What the setting needs to do to improve further

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

- make more consistent use of open-ended questions during routine activities, to extend children's learning and encourage them to think for themselves
- help children to become more involved in mealtimes, by enabling them to assist more with the preparation and serving of food and by staff making the most of this opportunity to role-model social mealtimes, by sitting with the children and initiating conversation.

Inspection judgements

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

Children enjoy their time at this club and have lots of fun to complement the learning that takes place in school. The manager is experienced in early years and demonstrates a secure knowledge of the Early Years Foundation Stage. Staff's effective teaching enables children to have ownership of their club. For example, they follow the children's lead and ensure resources that they enjoy or are of current interest are set out each day. Planned activities, which may follow a theme are also set out. In addition, staff regularly invite in members of the local community so they can share particular interests or skills with the children. For example, a community artist visits to run a creative session with the children, providing a wealth of resources to stimulate children's imagination and creativity. Children thoroughly enjoy these visits, as many of the children engage in the activity throughout the whole after school session. They willingly vocalise their ideas, carefully select materials they want to use and share resources. Consequently, children are developing their social skills and becoming imaginative and creative.

Staff also provide the popular resources that reflect children's current interests. Therefore, children concentrate for long periods of time at an activity of their choice. For example, they gravitate to the tray of small coloured elastic bands and make complex friendship bracelets. Staff or older children demonstrate and explain to younger children how to do this and support them to have a go themselves. Consequently, children are developing new skills and in particular the activity contributes to developing children's small hand muscles, important for good hand-writing skills. On completion of their tasks, children confidently discuss their creations with interested staff members. This supports children's communication skills and their personal, social and emotional development, as they receive lots of praise. However, there are a few occasions during activities that staff do not use open questions to fully extend children's learning and particularly their thinking skills, so they learn to think more for themselves. Staff provide children with a good range of writing materials, such as pencils and crayons, to promote their early writing skills. They are involved in making up treasure hunts, reading simple words which direct them to the next place in the school grounds. These activities challenge children's learning and supports skills that they can use in school.

Children enjoy outdoor play and can freely choose between indoors and outside activities. Their physical skills are supported well through games, such as football and tennis, and they learn to confidently climb and balance while using the large physical play equipment. Children recently planted some vegetable seeds in the small greenhouse and learnt about the growing process. They clearly enjoy time with their friends, building dens using large pieces of fabric, working out how to secure these together, negotiating and cooperating. Therefore, they are building good social skills, necessary for their time in school.

Staff carry out observations of the children's activities and then use this information to plan further activities that build on children's identified interests and needs. When children start attending the club, parents complete forms which give staff the information they need to plan an enjoyable experience for each child. This also promotes good partnership with parents and ensures continuity of learning and care for the child. Each early years child has their own folder in which the manager keeps a written account of the children's progress. Parents receive frequent verbal information about their children's progress and welfare. They are encouraged to share information about their children's achievements outside the club. In addition, communication books that go in to school with the children and home, contribute to good joint partnership working.

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

Children are happy and relaxed in this friendly club. Staff demonstrate warm and positive relationships with children. As a result, children's well-being is promoted. Positive and trusting relationships are developed with parents from the start. For example, detailed information is gathered from parents about the children prior to them starting in the club. There is a key-person system in place for the younger children, to support them during settling-in and ensure that their ongoing care and learning needs are effectively met. The key person collects early years children from their class at the end of the day, working closely with the school teachers and parents so there is continuity in care. As a result, the transition from school to the club is managed effectively. Staff get to know the children

very well and ensure that their particular interests are planned for. They are sensitive to the needs of the children, for example, understanding that when a child is particularly quiet they do not feel well. Parents are quickly informed so the child can go home, promoting children's health and welfare. Children of differing ages play alongside each other, with older children helping and including younger children in their activities. This means that the atmosphere is harmonious and children display good levels of confidence. Children work together to decide upon the rules, which are then made into posters by the children and are displayed for all to see. Consequently, expectations are clear and behaviour in the club is good.

Staff effectively support children's understanding of a healthy lifestyle. They encourage children to use the outdoor area for fresh air and exercise. Children join in games with hoops and balls. They run about, completing treasure hunts or playing imaginatively with small world figures. Older children build dens and sit chatting with their friends. Staff teach children about the importance of healthy eating by providing fresh fruit and vegetables as part of meals, and talking with the children about healthy options. Children access drinks regularly, especially after physical activity, so they remain well-hydrated. Staff remind children to wash their hands before eating and make good use of discussions about good hygiene practices. Children are provided with a cooked meal each evening. The menu is varied and has been developed in consultation with the children. This means children's dietary needs and any preferences have been taken into account when planning meals. One member of staff cooks the meal and serves the food, which children collect and then they seat themselves at one of the two prepared tables. However, children are not regularly involved in the preparation and serving of food and staff do not join the children at the table to initiate conversation. Therefore, opportunities are missed to role model social mealtimes.

The club offers a range of good quality resources and activities for the children. These are carefully selected to meet their stage of development and particular interests. In addition, the manager buys additional resources that are popular with the children, so they can do activities within the club environment that they would normally be able to do if they were at home. Children are learning to care for their environment as they talk about the recycled materials they are using for creative activities. They learn about the natural environment as they help with planting vegetables and tending these, so they can sample their produce at snack-time. Topics from school are extended as children find snails in the school grounds and share with staff their knowledge. Children move around the indoor and outdoor spaces confidently. During outdoor play they take managed risks, for example, as they climb, balance and swing on the large equipment. Children learn to take responsibility for their own and others' safety in the setting. They know they need to go outside to be physically active and to use equipment properly.

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

The manager has a secure understanding of her role and responsibilities to meet the requirements of the Early Years Foundation Stage. Staff work as a cohesive team and close communication means that all staff members are clear about their duties. Staff

ensure they are always aware of the children's whereabouts and make sure that children know the rules for keeping themselves safe. For example, children know that they must not open the entrance gate and must wear one of the club bands whilst out on the school playground. Staff have a good understanding of how to safeguard children. They are clear about the procedures to follow if they have concerns about a child in their care. Staff attend training to ensure that their knowledge is up-to-date, so that children are protected. The premises and gates are kept secure and arrival and collection times are well managed. There are robust recruitment procedures in place, including checks to ensure that all adults working with children are suitable to do so.

The manager monitors the activities that are provided for children and acts as the key-person for any early years children. This means that the younger children are provided with appropriate care and learning opportunities, which complement those provided in school. The manager has a good understanding of the skills of her staff. She works closely with them to make sure all children's needs are met. There is regular supervision meetings and appraisals for all staff. These give staff the opportunity to raise any concerns, improve their own effectiveness and identify areas of professional development. The overall monitoring of the club is an ongoing process. Actions raised during the last inspection have been successfully addressed. The views of parents, committee members and the children are regularly sought and the information gathered is used well to improve standards and outcomes for the children.

There is a strong partnership with parents. A welcome pack is provided as children start attending, so that parents receive relevant information about the club and become familiar with the policies and procedures. Regular newsletters update parents on changes and forthcoming events or planned visitors, so they are kept well informed. The club is on the school site, so there is daily verbal contact between the club staff and school teachers. A communication book, which goes in the children's book bags, contributes to the good communication between all parties. Parents comment that they are very happy with the provision and the links between themselves, the school teachers and the staff. Furthermore, they comment that their children are very happy attending, enjoy the many activities that are available, and the opportunities they have to play with their friends after school. The manager is aware of the importance of working with any other professionals associated with the children when necessary, in order to support consistency in children's care and learning.

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

Unique reference number	EY235703
Local authority	Norfolk
Inspection number	819635
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	40
Name of provider	Reepham After School Club Committee
Date of previous inspection	06/11/2008
Telephone number	07780871563

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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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