

Rainbow Out of School Clubs at Woodlands

Woodlands Infant School, Hunt Road, TONBRIDGE, Kent, TN10 4BB

Inspection date	13/10/2014
Previous inspection date	05/07/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
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		3

The quality and standards of the early years provision

This provision requires improvement

- The staff provide an environment that is friendly and relaxed, which helps children to feel confident and content.
- The staff have secure relationships with parents, and provide feedback to parents about children's daily activities.
- The staff know the children well and spend time talking with them to support their communication and language development.

It is not yet good because

- Induction procedures and ongoing training, including monitoring of staff's practices, do not ensure that all staff have a good knowledge of safeguarding, or are provided with training and support to meet children's needs.
- Staff are not fully aware of the interests and abilities of all children. Therefore, they are not always able to provide interesting and challenging experiences to engage all children.
- Staff do not always recognise when children's behaviour has become over enthusiastic indoors and take them outside, as routines are not flexible.

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 took a tour of the setting with the manager.
- The inspector sampled a range of documentation including policies and procedures and medication forms.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents about the support they received from the club.
- The inspector observed staffs' interaction with the children.

Inspector

Sara Garrity

Full report

Information about the setting

Rainbow After School Club Ltd originally registered in 2004 and re-registered in 2011. It operates from two classrooms at Woodlands Infant School, Tonbridge, Kent. There is an outdoor play area. Children attend from the Woodlands schools. There are currently 51 children on roll, of which three are in the early years age range. The Club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The club is open each weekday from 3.15pm to 6pm, term time only. The club employs three staff, of whom one holds a relevant qualification. Two staff are undertaking training to obtain a qualification. The club receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure appropriate induction training and monitoring systems are in place to help all staff understand their roles and responsibilities in relation to safeguarding children and to develop the skills and knowledge required to provide high quality activities and experiences for all children.
- ensure the range of resources and activities provided for the children reflect their interests and encourage all children to be actively involved, engaged and sufficiently challenged.

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

- increase children's opportunities to explore the outdoor environment, therefore enabling them to develop their physical skills and learn about a healthy lifestyle.

Inspection judgements

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

Staff greet children warmly as they collect them from their class teacher. They listen to the children as they talk about what they have been doing during the day. Children are happy and chatter away to staff as they help them to set up the classroom. The familiar and welcoming environment supports the children to feel safe and secure. Therefore, children immediately settle, eagerly looking for their friends to play with. Children ask for other resources throughout the session, because they are aware of what is available to them. This enables them to lead their play. Children happily take turns as they throw the ball in, ready for other children to play table-top football. The older children demonstrate

how to play the game before letting the younger children have a turn. All children demonstrate they are able to confidently share resources and help others as they interact and play together. There is a selection of both adult led and child initiated activities set out for the children. However, not all activities are sufficiently focused on the children's interests or abilities; therefore not all children are involved in activities which challenge and motivate them to learn. Staff provide children with a variety of materials to enable them to make pictures to take home for a special occasion. The children take pride in the praise they receive for their achievements and eagerly show parents when they are collected.

Children enjoy their time at the club. They understand the routines and benefit from sharing time with friends to complete homework before excitedly getting out a board game. Children are developing skills needed to become independent learners as well as practicing social skills in a supportive caring environment. Generally, staff try to extend the children's learning by asking appropriate questions and including mathematical language as they count out money and roll the dice with the children. However, staff do not make sufficient use of all daily routines and activities to fully extend and challenge the children's thinking and curiosity. For example, staff do not always recognise when children need to go outside to run off excess energy and further develop their physical skills.

Staff work closely with parents to ensure children settle quickly at the club. Parents are encouraged to attend sessions before their child officially starts at the club. Therefore supporting their children to learn routines. This means that staff are aware of the children's individual care and learning needs prior to them joining the club.

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

New children starting at the club are forming strong relationships with adults and their friends. The well-developed buddy system ensures children have an older friend to go, to as well as a familiar adult. The children feel safe and secure at the club and therefore are able to express themselves and say how they are feeling. They are introduced to visitors to the club, resulting in them feeling comfortable and able to talk about what they enjoy doing while attending.

Staff collect the children from their classrooms. This provides them with time to talk to the teachers about how children have been during the day. Consequently, staff are able to support children with their homework after school and provide continuity of their care routines. This also enables staff to pass on relevant information to the parents when they collect their children.

The behaviour is generally good. However, occasionally older children become a little boisterous and enthusiastic in their play. Staff are consistent in reinforcing club rules and remind the children how to play safely and help children to think about how their actions may affect themselves or others. There is a large enclosed outdoor play area where children are able to develop balancing and co-ordination skills as well as join in team games. However, staff offer the children fewer opportunities to explore the outdoor

environment. This is because, the daily routine is not flexible, this means that children go outside later in the session, instead of when they arrive. Consequently this leads to children using the indoor environment to engage in overexcited physical play.

Staff provide the children with a variety of healthy and nutritious snacks. They are aware of any dietary requirements, as well as food preferences, ensuring that everyone enjoys a varied diet. After washing their hands, children enjoy helping staff set up the tables, counting out plates and cups. Snack time is a social event where the children sit down together in large groups with the adults. The children serve themselves fruit, and butter their own crackers. Staff provide the children with jugs to enable them to pour their own drinks. Children are developing their independence as they learn to do things for themselves.

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

The provider has not ensured that induction systems support staff to develop a secure understanding of their roles and responsibilities. As a result, staff do not demonstrate a comprehensive understanding of their role in safeguarding children, although staff know where to find relevant information should they have any concerns. In addition, the provider has not established effective monitoring systems to continually support staff to develop the skills and knowledge required to provide enjoyable and interesting activities and experiences for all children. This is a breach of the legal requirements of the Early Years Register. The provider has put in place robust procedures for recruiting staff to work with the children. The owner ensures that each member of staff undergoes vetting to obtain the appropriate checks before starting at the club. This includes Disclosure and Barring Service checks to ensure that all staff are suitable to be working with children

Staff maintain the safety of children as they have adopted security procedures by securely locking doors, and examining visitors' identity, before requiring them to sign in. This helps to keep children safe. Most staff have undertaken paediatric first aid training to enable them to treat any minor accidents the children may have. Staff regularly practise and review fire drills to ensure the quick evacuation of the building. This helps children to learn what to do in the event of an emergency. Staff also carry out risk assessments in the classroom and the playground. This allows them to identify and minimise possible hazards to children. The provider has addressed all previous recommendations, which shows a commitment to moving their practice forward. They encourage staff, parents and children to be included in evaluating their practice and making suggestions to improve the service.

Parents receive daily informal verbal feedback on their child's time at the club. Parents spoken too are very happy with their choice of childcare. They are well informed and fully involved in their children's time at the club.

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	EY425328
Local authority	Kent
Inspection number	845350
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	24
Number of children on roll	51
Name of provider	Rainbow Out of School Clubs Ltd
Date of previous inspection	05/07/2011
Telephone number	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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