

# Rascals' Kids Club

All Saints C of E Primary School, Tatenhill Lane, Rangemore, BURTON-ON-TRENT, Staffordshire, DE13 9RW

<b>Inspection date</b>	08/12/2014
Previous inspection date	16/12/2013

<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		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

- Staff provide a wide range of experiences that enables children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children are confident and happy in the club.
- Children's behaviour is good and they show they feel emotionally secure in this relaxed and welcoming club.
- Staff engage well with parents and the host school to ensure important information is shared before children start in the club, this ensures that children benefit from continuity in their care, learning and development.

### It is not yet good because

- There is not always a member of staff who holds a current paediatric first-aid certificate on the premises and available at all times when children are present.
- Monitoring and self-evaluation of the club is not effective as there is a breach of the Early Years Register and Childcare Register, relating to first-aid qualifications.
- Children cannot always easily make independent choices of what to play with, for example, resource containers do not have photographs on them to show young children what is in them.

## 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 children's activities in the indoor provision.
- The inspector viewed the premises, toys and equipment.
- The inspector spoke with children, parents and staff throughout the inspection.
- The inspection carried out a joint observation with the manager.
- The inspector checked for evidence of the suitability and qualifications of the staff working with the children.  
The inspector looked at a range of the club's documentation, including staff
- Disclosure and Barring Service checks, policies and procedures, risk assessments and children's assessment and planning records.

## Inspector

Karen Laycock

## Full report

### Information about the setting

Rascals' Kids Club opened in 2007 and transferred to new private ownership in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms within All Saints Church of England Primary School in the area of Rangemore, Burton-on-Trent and has an enclosed outside play area. The club serves the local area and is accessible to all children. The club opens five days a week, from 7.30am until 8.45am and 3.15pm until 6pm during term time. A holiday club operates during each school holiday, except for Christmas and bank holidays. Children attend for a variety of sessions and there are 34 children on roll, three of whom are in the early years age range. The club employs three members of childcare staff, two of whom hold an appropriate early years qualification, one at level 3 and one at level 5. 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 there is at least one person, who holds a current paediatric first-aid certificate, on the premises and available at all times when children are present.

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

- develop effective monitoring and self-evaluation of the club, so that the requirements of the Early Years Foundation Stage are fully met
- improve children's ability make independent choices about what to play with, for example, by labelling resource containers with photographs, so that young children can easily see what is in them.

### Inspection judgements

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

On entering the club, children choose activities from those set out by staff for the evening. Staff are aware that children spend most of the day in school and are mindful of providing activities and opportunities that complement their learning in a fun and informal way. For example, children use mathematical skills, as they are encouraged to search for the correct sized circle to make their snowmen. There is a good range of resources and

equipment that children can use indoors and outdoors. However, a lack of photographic labelling on containers does not fully support young children to self-select. Activities reflect children's individual interests and needs effectively. This is because staff have discussions with children and their parents about what they want to do in the club. This includes activities, such as, arts and crafts, baking, role-play and den making.

Staff liaise with host school teachers and parents regularly about children's individual needs and abilities, in order to complement the learning that takes place in school. The staff use this information well to extend and enhance children's individual learning during their time at the club. For example, staff work closely with children to complete some of their homework, such as reading. Staff support children with their early writing skills during Christmas activities, as children begin to practice writing. Staff show interest when children discuss projects that they are involved in and value the children's knowledge. The staff use this information well to extend and enhance children's individual learning during their time at the club. For example, staff work closely with children to complete some of their homework, such as reading. Staff support children with their early writing skills during Christmas activities, as children begin to practise writing.

Staff provide children with a good mix of child-initiated and adult-led play activities both indoors and outside when the weather allows. For example, children ask to play well-known active games in the sports hall, such as stuck in the mud. This supports children to be able to use and extend their small and large muscle movements indoors. This activity encourages children to think, take turns, develop social interactions and observe the rules of the game. Staff actively support children's good communication and social skills as they take make time to sit with children at mealtimes. They use their professional skills to help the children listen and interact with each other. Children demonstrate good speaking and listening skills and, when necessary, are able to follow instructions well. Throughout the club, children are engaged, busy and make good use of the learning environment.

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

There is not always a member of staff, who holds a current paediatric first-aid certificate, on the premises and available at all times when children are present to ensure children's welfare. However, during the session, an accident occurred and the staff demonstrated that they do have the knowledge and skills to respond to accidents effectively. In addition, steps have been taken to resolve the qualification issue and due to this, the impact on children's well-being is reduced.

The key-person and system is used flexibly and all children make strong bonds with the small group of staff in the club. This works well and provides reassurance, and builds confidence of the younger children. This means their emotional well-being is well supported. Children's behaviour is managed appropriately; staff are polite and encourage children to have good manners. For example, staff remind children to say please and thank you and to take turns as they help themselves to bread at mealtimes. Staff take a responsible approach to keeping children safe. For example, children go to the bathroom themselves. When doing so, children observe the rules of the club in that they must

inform a member of staff prior to leaving the hall. Children choose their own resources and are responsible for their own coats and bags when they arrive in the club. As a result, children's independent skills are supported well.

Children are encouraged to develop physical skills and understand the importance of exercise and healthy eating. Food is healthy and freshly prepared and children help themselves to drinks from the water fountain outside the door and from the jug in the room. A healthy tea, for example, includes tomato soup, bread and fresh fruit and older children explain to the younger children how fruit is healthy. Children enjoy energetic play in the hall on a daily basis, which helps the development of physical skills and encourages children to adopt healthy lifestyles.

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

Leadership and management of the club require improvement as the manager has breached the requirements of the Early Years Foundation Stage and Childcare Register. She has failed to ensure that there is always a member of staff, with a current paediatric first-aid certificate, on the premises at all times when children are present. However, the manager has arranged for staff whose certificates have expired, to complete a paediatric first aid training next month. Staff also demonstrated on the day of the inspection that they have sufficient knowledge to respond effectively in the event of an accident in the club. Therefore, there is no significant impact on the children. Staff demonstrate a suitable understanding about child protection issues. They are aware of where and when they should refer any concerns they may have with regard to a child's welfare. There is a written safeguarding policy and procedure, which includes the use of mobile telephones and cameras and the procedure to follow if an allegation is made against a member of staff. The required documentation is in place to protect children, such as the child detail forms, and accident and medication records. The recruitment procedures ensure all staff working directly with children are suitable and capable to do so.

Staff know that children spend most of the day in school and therefore provide activities and opportunities that complement their learning in an engaging, but relaxed way. The manager monitors that staff provide children with challenging experiences that meet their needs. She ensures teaching is based on a secure knowledge of understanding of how to promote the learning and development of young children; therefore, the quality of teaching is generally good. However, monitoring and self-evaluation of the club is not sufficiently robust, especially relating to renewing first-aid training in a timely manner. Continuous professional development has improved since the last inspection as two staff have completed appropriate early years qualifications. Another member of staff is training, which shows the desire to improve meeting the needs of children who attend.

Parents state that they feel appropriately informed about the club and that their children enjoy attending. For example, 'my child will now eat healthy choices' and 'my children are encouraged to continue with what they have done at school, but in a fun way and are really keen to talk about what they had learned in the club when they come home'. Staff

develop effective partnerships with the host school and this helps to support children's ongoing development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- ensure that at least one person who is caring for children has an appropriate first-aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first-aid qualification (voluntary part of the Childcare Register).

## 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>	EY464356
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	996338
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Laura Rebecca Haynes
<b>Date of previous inspection</b>	16/12/2013
<b>Telephone number</b>	07805480997

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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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