

Rothley Childcare Club

Village Hall, Fowke Street, Rothley, Leicester, Leicestershire, LE7 7PJ

Inspection date	15/01/2015
Previous inspection date	09/12/2011

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

- The caring and enthusiastic staff team ensure that children develop good relationships with them and other children. They create a relaxed and secure environment that actively supports children's play and learning. Consequently, children are happy and settled in the club.
- Staff have a good understanding of how children learn through play. They enable children to choose from a wide range of resources and activities on offer. Children are confident and make good progress in their development.
- The comprehensive policies for safeguarding are fully understood and implemented by all staff. Staff are vigilant about children's safety and are calm and consistent with children. This effectively promotes children's well-being.
- Children's opinions are sought on a range of choices that affect them. As a result, children are confident and develop a strong feeling of ownership of the club and this promotes their emotional well-being.

It is not yet outstanding because

- Staff do not maximise partnerships with parents or the school. They do not always gather comprehensive information about children's learning and development needs, so that there is a more effective shared approach to children's achievements.
- The supervision of staff performance is not sufficiently formalised to ensure that staffs' professional development is carefully focused on raising quality to the highest levels.

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 play areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

Rothley Childcare Club is run by Kaleidoscope in Action and opened in 2003. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the village hall in the Rothley area of Leicestershire. The club serves the local area and is accessible to all children. The children use a local park for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 8am until 8.50am and 3pm until 5.30pm. Children attend for a variety of sessions. There are currently 71 children attending, nine of whom are in the early years age group.

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 already good relationships with parents and school by ensuring the information shared successfully promotes a common approach to supporting children's achievements
- strengthen the current informal system for the supervision of staff to ensure that professional development is consistently focused on raising teaching and learning to the highest levels.

Inspection judgements

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

Staff have a secure understanding of how young children learn and they plan a wide range of activities across all areas of learning. Consequently, children have good opportunities to learn through fun play experiences. Children are eager to join in activities, such as, drawing, collage and playing games, that involve sharing resources and taking turns. These activities effectively build on the skills children are developing in school. Staff have good relationships with children. Active involvement in their play and positive interactions means that they ensure children have the confidence to engage in conversations with others. For example, children are eager to share with the inspector what they like about the club, the activities they enjoy and how they feel safe.

Effective organisation of resources provides good opportunities for children to make their own choices in play. Furthermore, planning of activities fully incorporates children's likes, interests and ideas. Consequently, children engage in activities they enjoy, such as, using their imagination when playing with the trains or eagerly joining in with art activities. These experiences provide good opportunities for children to express their own ideas and

creativity. Children positively talk about differences, and through celebrating different cultural events and festivals they develop a good understanding of the beliefs and values of others living in their community.

Staff have good relationships with parents. Key persons talk to parents on a regular basis about the activities children enjoy. They complete an All about me form, with parents, when children first start at the club. This provides good information about children's care needs, likes and interests, and helps staff to plan activities children enjoy. However, information sharing with parents and the school to promote a common and shared approach to supporting children is not always highly successful. This is because staff are not always gathering comprehensive information from the start about the support children may need, or about any help they are getting in school. Therefore, staff are not making the most of what others know about children to support them to achieve to highest level.

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

Staff have good relationships with children. Key-persons work closely with them when they first start at the club. This ensures that they build strong bonds and relationships. Staff use settling-in visits to get to know children and use information from the All about me forms to provide continuity in their care. As a result, children soon become familiar with their new surroundings, and this means they settle quickly. Staff have good relationships with the school, and because they have collected children for a number of years, they are familiar with their school routines. This enables staff to discuss with children what to expect in their first year in school. This provides good emotional support for children as they embrace this next phase in their learning.

Staff deploy themselves effectively around the club and this contributes to them supervising and engaging in children's play. They have clear rotas to ensure they are fully aware of their roles, such as, who is responsible for preparing snacks. Consequently, the session runs smoothly, and this provides a calm and relaxing environment for children enjoy after school. Staff organise resources so that children can make safe and independent choices in their play. They make good use of risk assessments to ensure the premises and equipment are safe and suitable for use. Children have a good understanding of how they can keep themselves safe. They clearly explain the possible dangers when playing a game of football in the hall.

Staff effectively support children to have positive relationships with others. For example, through team games, children learn to share and take turns, so that they play cooperatively with their friends. Staff calmly intervene and explain to children why certain behaviour is unacceptable and they praise children's achievements. As a result, children behave well; they understand right and wrong and have high self-esteem. This builds on their skills and learning in school in regard to their personal, social and emotional development. Overall, staff successfully promote children's health and well-being. They provide a good range of healthy snacks and meals after the school day to meet children's needs. Staff make good use of everyday routines, such as, hand washing, serving their own food and helping to wash up, to teach children about adopting effective hygiene practices and develop good self-care skills. Staff make effective use of the indoor space so

that children can be active after their school day. In addition, children use the local park to engage in games that enable them to develop their physical skills.

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

Staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their role in safeguarding children, such as, dealing with child protection concerns. This means they have a secure awareness of the potential signs of abuse and neglect, and the procedures for reporting concerns. Furthermore, children tell the inspector that they feel safe and that they would talk to staff if they were worried about anything. These arrangements significantly contribute to safeguarding children. Staff maintain all required documentation, and implement effective policies and procedures to ensure they keep children safe.

Staff have extensive experience of working with young children. As a result, they understand their role in supporting children to learn through fun, play experiences. The staff are supported through an informal supervision system. However, there is scope to improve this, to ensure that opportunities to consistently support all staff's professional development through training and mentoring are not missed and the quality of teaching and learning and raised to the highest levels. Management and staff understand the importance of monitoring and evaluation to improve the provision for children. They meet regularly to prioritise areas for improvement. Through their strong commitment to improve, staff have successfully addressed the recommendations from the last inspection. For example, they now ensure children have opportunities to develop their knowledge of other people's cultures and therefore are beginning to understand and celebrate the similarities and differences within a diverse society.

Staff have good relationships with parents. Discussions with a selection of parents and children on the day of inspection established that they are happy with the service provided. Parents say their children are safe and that staff work with them to promote consistency for children, for example, when managing children's behaviour. Children say they are happy, have fun at the club and make lots of new friends. Staff understand the importance of working with external agencies if children need additional support or help in their 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	EY259987
Local authority	Leicestershire
Inspection number	819787
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	71
Name of provider	Kaleidoscope In Action Committee
Date of previous inspection	09/12/2011
Telephone number	0779 6383725

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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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