

Playpals at Ruckleigh School



Ruckleigh School, Lode Lane, Solihull, West Midlands, B91 2AB

Inspection date 15 June 2015
Previous inspection date 18 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff know the children well. They regularly seek information from parents and teachers which they use in their planning. As a result, staff foster children's interests and build on the learning that takes place in school.
- Children are very settled in the club because relationships between children and the caring staff team are strong. There is a very friendly atmosphere, and children chat happily with their friends and staff about their day. This promotes children's well-being effectively and enhances their sense of security and self-esteem.
- Staff carry out regular safety checks on the equipment and keep the premises secure. They supervise children well and encourage and reassure children as they use the climbing frame and other resources safely.
- Children's well-being is assured because the manager effectively deploys staff. For example, suitable adults who are qualified in first aid, are positioned in all areas of the club in case there is an accident.
- Safeguarding policies and procedures are implemented well. Staff know the possible signs and symptoms of abuse and the correct procedures to follow if they have concerns. As a result, children are well protected and safeguarded in the club.

It is not yet outstanding because:

- Staff do not always make sure that group activities, particularly during the holiday club, engage all children of varied ages and abilities.
- Staff do not have the opportunity to share good practice to help raise the quality of the provision to the highest level.

What the setting needs to do to improve further

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

- review the grouping of children during holiday club, to reflect the individual needs and ages of the children attending
- help staff to recognise where and how they can improve, for example, by providing better opportunities for them to discuss their individual performance and to learn good practice from one another.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector reviewed the club's self-evaluation and discussed the improvements made since the last inspection with members of the management team.
- The inspector looked at a selection of children's records and information and spoke to staff and children during the inspection.

Inspector

Lucy Showell

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff understand that children have different needs at the end of a busy school day. They thoughtfully plan and provide a variety of activities which engage children in purposeful play. As a result, children are increasingly confident and develop a positive attitude that will help them with their future learning. Staff skilfully ask children what they like to do and enthusiastically involve themselves in the varied activities. This friendly approach helps to provide a sense of fun, and encourages a relaxed and calming environment. Children enjoy mixing with children of different ages and school classes other than their own. Some happily sit together playing board games, drawing and colouring. Others like to help one another in sports and games outside, taking turns and developing new skills. However, there are occasions, particularly during longer sessions, when older and more confident children tend to take over activities. This means that younger and quieter children are not always enjoying experiences that fully challenge and enthuse them.

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

Staff provide a well-resourced and welcoming environment, both indoors and outside. When playing games, staff supervise the children well and encourage the considerate use of all the areas. This helps children to learn how to keep themselves safe and to be aware of others playing nearby. Children are polite and respectful. Staff are good role models and use consistently applied strategies to encourage positive behaviour. As a result, children are well-behaved and demonstrate an understanding of the expectations set within the group. Before meals, children wash their hands and are keen to select and serve out their food. This means they are aware of their own personal hygiene and are making choices about their own health needs. Children also thoroughly enjoy being outside and recognise that the fresh air and exercise helps them to feel good.

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

The well-qualified and experienced staff have a good understanding of how to meet the requirements of the Early Years Foundation Stage. Policies, procedures and significant information are displayed clearly for parents. This helps parents to know how the club operates. Recruitment and induction procedures are robust, and the manager makes sure that all staff are vetted and suitable to work with children. Regular meetings provide good opportunities for staff to talk about what they are providing for the children. Staff also share any updated knowledge and skills gained from different training or networking events. However, staff do not have enough opportunities to discuss their individual practice in detail. As a result, they do not get regular feedback or share ideas about the best ways that they can develop their professional skills even further. Nevertheless, staff are committed to providing children with high-quality opportunities and experiences. They regularly seek the views of children, parents and carers which ensures that everyone is involved in making continuous improvements to the club.

Setting details

Unique reference number	EY289171
Local authority	Solihull
Inspection number	992070
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	30
Number of children on roll	45
Name of provider	Lynne Catherine Townend
Date of previous inspection	18 June 2012
Telephone number	07884 307 401 or 0121 703 0618

Playpals at Ruckleigh School was registered in 1996. The club employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional status. The club is open each weekday from 3.10pm to 6pm, during term time and from 8am to 6pm, during the independent school holidays.

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