

# Little Rascals Out of School Club

St. Albans School, Rothbury Avenue, GATESHEAD, Tyne and Wear, NE10 0QY

## Inspection date

30 August 2016

Previous inspection date

18 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The manager has effectively addressed the action and recommendations raised at the last inspection. For example, she now implements induction procedures for new staff members to ensure they understand their role and responsibilities. In addition, all staff now participate in supervision meetings and are fully aware of the expectations.
- Children of all ages concentrate well during their learning. They thoroughly enjoy playing and exploring in the outdoor area. This helps to enhance children's physical development and enables them to be energetic and active.
- Staff use a calm approach to manage children's behaviour. Children have a good understanding of the boundaries and play well together. They work alongside staff to create appropriate and acceptable rules for the setting.
- Children are confident and self-assured. Staff encourage children to engage in group activities with their peers and involve them in community events in the local area. This helps to support children's personal, social and emotional development.

### It is not yet outstanding because:

- The programme for the professional development of all staff is not yet focused precisely on strengthening the good quality of staff interactions even further.
- Although staff have established strong links with the host primary school, partnerships with some local schools have not been fully developed to establish a consistent and cohesive approach to children's learning.

## **What the setting needs to do to improve further**

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

- extend the programme of professional development so that it is highly focused on raising the quality of staff interactions with children
- strengthen partnerships with some local schools so that there is a more effective method for sharing more detailed information about children's learning and development.

### **Inspection activities**

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

### **Inspector**

Rachel Enright

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of what procedures to follow if they have any concerns about children's welfare. Children play and learn in a safe and secure environment. Staff continually reinforce the importance of safety during children's play and involve them in practising safety processes, such as the fire evacuation procedure. In addition, staff encourage children to carry out their own risk assessments and recognise any potential hazards. This helps children to gain a very good understanding of how to keep themselves and others safe. The manager uses self-evaluation systems to reflect on daily practice and to identify current strengths and areas for future development. Parents and children are encouraged to contribute to this process, for example, they provide feedback through daily discussions, questionnaires and a suggestions box. This shows a good commitment to maintain continuous improvement.

### Quality of teaching, learning and assessment is good

The manager and staff continue to deliver the learning and development requirements of the early years foundation stage. This helps children to acquire a wide range of skills needed to support their future learning. Staff are qualified and provide children with a varied balance of adult-led and child-initiated activities. Children remain interested and focused in their play at all times. Staff effectively promote children's mathematical development and introduce them to simple concepts, including colours, numbers and size. For example, younger children comfortably recognise how many buckets of sand they have when one is taken away or when one is added. Children are supported well to enhance their expressive arts and design skills. They show creativity and imagination, for instance, when participating in craft activities to make their own instruments and during music and singing sessions. Staff have established good partnerships with parents and keep them well informed about their children's activities and daily routines. Parents are very happy with the service provided. They make comments, such as, 'I am very impressed with the setting' and, 'Staff are very helpful and supportive'.

### Personal development, behaviour and welfare are good

The environment is fun and exciting. Children are happy, settled and relaxed. This helps to promote their well-being. They communicate effectively with their friends and continually talk to each other during their learning experiences. Staff actively encourage children to be independent and to take ownership and responsibility. For example, children are involved in a committee where they attend meetings to discuss the setting, including resources and play areas. Staff consistently listen to children's views and opinions to support them to feel valued and respected. Children learn about countries from around the world and explore a good selection of multicultural festivals. This helps children to develop their own understanding of culture and diversity. Staff successfully support healthy lifestyles. Children follow clear hygiene practices, develop their self-care skills and are offered a nutritious selection of snacks.

## Setting details

<b>Unique reference number</b>	EY400338
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	1058400
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Stacy Caroline Murray Furlong
<b>Registered person unique reference number</b>	RP906707
<b>Date of previous inspection</b>	18 May 2016
<b>Telephone number</b>	07779 946 543

Little Rascals Out of School Club was registered in 2009. The setting employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, from 7.30am until 9am and from 3pm until 6pm, during school term time. It is also open Monday to Friday, from 8am until 6pm, during school holidays.

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