

Rainbows Out Of School Club

Focal Activity Centre, New Hey Road, Huddersfield, HD3 4DB

Inspection date

27 March 2018

Previous inspection date

16 October 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Arrangements for collecting children from school still lack some rigour to ensure procedures are consistently adhered to and are safe. As a result, a child recently hid under the table and staff did not realise this before they left the school.
- Information to demonstrate the recruitment and induction procedures actually carried out is not reflected in staff's suitability records. In addition, references for persons employed and already known to the provider are not sought.
- The use of evaluation to identify the strengths and weaknesses of both the setting and staff is not embedded in practice. Consequently, action plans lack rigour making it difficult for the setting to sustain any changes or evidence continual improvement.
- Staff do not always make use of observations to find out about children's learning. In addition, they do not fully engage with school to share information about children's experiences so that they can build on the skills children are learning at school.

It has the following strengths

- Overall, staff have taken sufficient action to address the actions following the last inspection. They have a better awareness of the signs of abuse and neglect, and issues relating to children being exposed to extreme views.
- Staff are friendly and they have positive relationships with the children, who are happy and settled in their care.
- Children enjoy the activities provided. They especially enjoy taking part in group activities, where they are encouraged to work together, share and take turns.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure effective and safe procedures are consistently adhered to when collecting children from school to ensure the correct number of children are present at all times	28/03/2018
■ improve record keeping to demonstrate the checks carried out when recruiting, vetting and inducting staff	20/04/2018
■ develop the use of evaluation to identify the strengths and weaknesses of the setting, and develop clear action plans to promote continual improvement and ensure any changes made are sustained.	20/04/2018

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

- improve the use of observation and work more closely with school to share information about children's learning experiences.

Inspection activities

- The inspector observed activities in the hall.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held discussions with management.
- The inspector carried out a joint observation with a member of staff agreed with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's information, discussed planning, checked evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.
- The inspector discussed self-evaluation arrangements with the manager.

Inspector

Helen Blackburn

Inspection findings

Effectiveness of the leadership and management requires improvement

Adequate improvements have been made following the last inspection and overall, arrangements for safeguarding are effective. Staff are now risk assessing and carrying out daily safety checks to ensure the environment and equipment are safe. When walking back from school, staff talk to children about any hazards so that children learn about keeping themselves safe. Staff now record children's attendance and share a list of the children they are collecting with school. However, despite this, school collection procedures still lack rigour, given staff recently left a child behind in the school hall. Staff immediately recognised that a head count before leaving school would rectify this. Some improvements have been made to the recruitment, vetting and induction procedures. Disclosure and barring services checks are now completed. Management state they carry out interviews, check identity documents and complete inductions with staff. However, information to demonstrate this in staff's suitability files is weak. References for staff known to the provider are not always sought. The manager holds meetings with staff to discuss what is going well and to explore any training needs. However, evaluation and action planning to address any strengths and weaknesses of the setting and staff are not robust enough to ensure they sustain changes made and or continue to improve.

Quality of teaching, learning and assessment requires improvement

Following the last inspection, staff now provide additional resources and plan more activities, such as talent shows, that they know children really enjoy. In addition, children are taking part in more art and craft activities, where they express their own ideas and use their imagination. Staff are able to talk about children's likes and personalities. They have some awareness of children's learning needs through some observations. However, the use of observations is not routine. Whilst staff talk to teachers about the children's day, they are not sharing information about children's learning experiences. Therefore, ways to build on, and support the skills children are learning in school are not fully utilised. Children are confident and they are eager to join in conversations.

Personal development, behaviour and welfare require improvement

Staff have now assigned a key person for the younger children and they offer support to ensure children feel settled at the setting. Children are lively and boisterous. However, they behave appropriately and, following the last inspection, staff now remind children about their expectations of behaviour. Children have positive relationships with the staff and they are happy attending the setting. Staff provide feedback to parents about their child's experiences at the setting and share any relevant messages from school. Children are provided with a varied range of snacks to meet their health needs, some of which children help to prepare, for example, making their own pizzas. Children are independent. They make their own choices in play and they are confident to suggest activity ideas. Staff understand the health benefits of children playing outdoors. They make use of the local field to provide opportunities for children to play in the fresh air and engage in physical activity.

Setting details

Unique reference number	EY494765
Local authority	Kirklees
Inspection number	1132270
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	4 - 11
Total number of places	29
Number of children on roll	18
Name of registered person	Christine Woodward
Registered person unique reference number	RP514339
Date of previous inspection	16 October 2017
Telephone number	01484 461775

Rainbows Out of School Club registered in 2015. The club employs four members of childcare staff and use a volunteer to help with collecting children from school. The club opens from Monday to Friday during term time only. Sessions are from 6.30am until 9am and from 3pm until 6pm.

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