

Inspection date	4 April 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Good settling-in procedures enable staff to support new children successfully and help them settle in. New children soon show a strong sense of belonging and security.
- Children are happy and confident in the warm and welcoming play environment. They make good friends and join in activities with children of all ages.
- Staff are good role models who show respect to children. Children respond well to adults and have a good understanding of the club rules that they help to make.
- Children enjoy plenty of exercise and a healthy diet.
- Thorough recruitment and induction procedures help ensure staff are suitable to work with children.
- The strong management team is well motivated and keen to improve practice. For example, managers are currently working on strengthening the partnership with parents and schools, which children attend, to enhance continuity in children's care and experiences.

It is not yet outstanding because:

- Staff do not consistently provide a wide variety of opportunities for children to make choices and initiate play independently.
- Sometimes staff do not consistently make the most of opportunities to interact with children and extend their play experiences further.

What the setting needs to do to improve further

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

- enhance opportunities for children to build on their interests and make their own choices and extend their play experiences further
- build further on staff skills in supporting children's engagement and involvement consistently in activities.

Inspection activities

- The inspector observed children's activities indoors and in the outdoor area.
- The inspector carried out joint observations with the manager and the provider.
- The inspector sampled relevant documentation, including the setting's self-evaluation form.
- The inspector spoke to staff and children, and held meetings with the senior management team.
- The inspector took account of the views of parents from the setting's parent surveys and verbal feedback.

Inspector

Alison Weaver

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of how to safeguard children. They fully understand their responsibility to report any child protection concerns to the relevant person. Managers and staff implement thorough safety checks and procedures that help ensure children stay safe. The managers make effective use of accident records to monitor and minimise risks to children. Overall, the strong senior management team successfully coaches, monitors and supervises staff so they continue to improve their practice. The managers and staff regularly evaluate and review the setting. They make good use of parents' feedback to make positive changes to the setting. For example, following a concern raised in a recent survey, senior managers have trained staff in giving more thorough feedback to parents about their children.

Quality of teaching, learning and assessment is good

Staff plan a variety of themes and activities that children enjoy. They encourage children to contribute their ideas of what they would like to do. Children readily engage in art and craft activities, such as making rabbits. Overall, staff give children the support and attention they need. They provide enjoyable games, for example, where children take turns balancing on hoops. Children become engrossed in building dens out of cardboard boxes. They work well together making models out of cardboard. Staff are on hand to give children ideas and make suggestions. Children say how much they like taking part in baking activities and excitedly talk about how they made and decorated Easter biscuits.

Personal development, behaviour and welfare are good

Children enjoy the relaxed and informal environment in the holiday club. They behave well and listen and respond positively to instructions. Staff manage children's behaviour calmly and sensitively. They help children resolve disputes in an appropriate way. Children form strong relationships with the caring and friendly staff. Staff praise and encourage children when they achieve. They build on children's awareness of positive diversity and the need to value differences in others. Staff skilfully reinforce children's understanding of how to stay safe, for example, when they use scissors. They teach children to take and manage risks, for instance, when outdoors. Children thoroughly enjoy being active. They like to climb and balance on challenging outdoor play equipment. They have plenty of opportunities to explore the natural world and play in a wooded area in the school grounds.

Setting details

Unique reference number	EY495426
Local authority	West Sussex
Inspection number	1032947
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 8
Total number of places	50
Number of children on roll	287
Name of registered person	Kegra Ltd.
Registered person unique reference number	RP535024
Date of previous inspection	Not applicable
Telephone number	07779265878

Rocketeers registered in 2015. It operates from Kingslea Primary School in Horsham, West Sussex. The setting provides before- and after-school care from 7.30am to 8.45am and from 3.10pm to 6pm from Monday to Friday in school term times. It also operates a holiday club from 7.30am to 6pm from Monday to Friday during all school holidays. The setting employs 19 staff. Of these, one member of staff holds qualified teacher status, one has a relevant qualification at level 3 and two have a qualification at level 2.

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