

# Inspection of Rocketeers

English Martyrs Rc School, Derwent Drive, Goring-By-Sea, Worthing, Sussex BN12 6LA

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Inspection date: 8 February 2022

**The quality and standards of early years provision**

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are very happy to attend the club and show that they feel settled and have a sense of belonging. Staff are very attentive to the children and have developed secure relationships with them. Children are highly confident and independent. They take their coats off on arrival and know how to safely put their belongings away.

Children quickly settle to activities of their choice, such as making models using construction materials. They enjoy the broad range of experiences that the staff set out for them. For instance, they have fun learning how to successfully make craft items, such as sewing cushions and items related to festivals. Children show that they feel comfortable with staff. For instance, they happily share their news about their day at school and describe their activities at the various clubs that they attend.

Children behave extremely well. They demonstrate consideration for each other and adults. For instance, they use good table manners during mealtimes and carefully push their chairs under the table when they have finished. Children have opportunities to develop their physical skills. For example, they thoroughly enjoy playing outdoors with their friends, climbing on playground apparatus, and playing chasing games.

## **What does the early years setting do well and what does it need to do better?**

- Staff have a very good knowledge about their key children. They work closely with parents to get to know children well. When children first start, staff ensure that they are nearby to offer reassurance and support as needed. They help children to form friendships, such as encouraging them to play games together. This helps to increase children's self-esteem and supports their emotional development.
- Following the COVID-19 pandemic, staff have given a high priority to supporting children's emotional well-being. They implement fun activities, such as playing board games, to help support children's social skills. In addition, children make collages and drawings to express their experiences during restrictions placed on their usual routines. Staff effectively use these opportunities to help children discuss their feelings and to learn about what makes them unique.
- Staff help children to develop an understanding about being healthy. For example, they talk about eating well and the importance of brushing their teeth. Children follow good hygiene routines, such as washing their hands before eating and after coming indoors when they have finished playing outside.
- Staff plan activities that they know will interest children and ensure that these

complement their learning at school. For instance, children's confidence increases when they successfully use scissors and pens to make heart decorations.

- The leadership team is passionate about providing high-quality care for children. Leaders are committed to ongoing improvements and regularly complete rigorous quality checks through internal audits. This helps them to reflect on their practice and the service that is being provided. They acknowledge that the topics children are engaged in during the school day, such as online safety, could be implemented in the after-school club activities.
- Leaders continually deliver training to staff to help ensure that their knowledge is current. They carry out regular supervision meetings with staff and review working arrangements to suit individual needs. Staff say that they feel very valued and that they are extremely well supported by the provider.
- Staff are passionate about their work with children and some have completed higher qualifications. This has broadened their understanding about listening to children's opinions and implementing these into their planning of activities.
- Parents speak highly about the club. They say that the staff are friendly and that they are always very accommodating to their needs. Parents report that their children always come home with items that they have made.
- Partnerships with the host school are strong. Leaders develop secure professional relationships with the host school, such as with the headteacher. This helps to protect children's welfare. Staff communicate closely with teachers about children's needs and some staff work in the school with them during the school day. As a result, children's individual needs are well known.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility in protecting children from the risk of harm. They understand how to identify and report safeguarding concerns, following local guidelines and working with the host school. Staff attend regular training and their knowledge is regularly checked to ensure that this is accurate. Leaders follow safe recruitment procedures and check the ongoing suitability of staff. Children play in safe and secure areas. Staff adhere to robust risk assessments for resources and all spaces to help keep children safe. They are vigilant about children at all times and manage collection times well.

## Setting details

<b>Unique reference number</b>	2541151
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10208670
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 9
<b>Total number of places</b>	20
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Kegra Ltd.
<b>Registered person unique reference number</b>	RP535024
<b>Telephone number</b>	01403 371020
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rocketeers at English Martyrs Roman Catholic School, Goring, West Sussex registered in 2019. It operates from a building within the school grounds. The club is one of several provisions operated by the provider. The club provides after-school care, Monday to Friday from 3.15pm until 6pm, and a breakfast club is from 7.30am to 8.50am, during school term times.

## Information about this inspection

### Inspector

Maura Pigram

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector spoke with the nominated individual and her business partner about the leadership and management of the setting.
- The manager and the inspector had a learning walk together. The inspector observed staff practice and considered the impact on children's play experiences.
- The inspector sampled the setting's documentation, including evidence of staff's suitability and recruitment documents.
- The inspector spoke to children, to find out about their time at the club. She also spoke to staff and observed their interactions with children.
- Parents shared their views through documentation left at the setting. These were read by the inspector and taken into consideration.

We carried out this inspection 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.

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