

# Inspection of Rise Park Out of School Club

Rise Park Infant School, Annan Way, Romford, Essex RM1 4UD

---

Inspection date:

24 February 2022

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

**This  
inspection**

**Not met (with actions)**

---

Previous  
inspection

Not Met (with actions)

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

### **This provision does not meet requirements**

Children arrive at the club eager and excited to play. However, staff deployment is not adequate to meet their needs. Children do not receive enough support and encouragement to participate in activities. Some children show poor levels of engagement in their play. They run around, shout and play fight. The manager and staff do not have high enough expectations for children's behaviour. Children are not given clear and consistent guidance to help them behave in respectful and appropriate ways.

Children do not receive enough support to help them understand risks and keep themselves and others safe. For example, children push and shove each other around when they are lining up for their snacks. If a child had an accident or became ill, there is not always a qualified paediatric first aider on side, to provide appropriate treatment.

Children enjoy vigorous exercise each day in the large playground. This helps to support their physical health and well-being. They make up games with their peers and practise skills, such as jumping with skipping ropes and pogo sticks. Children enjoy clapping and rhythmic games led by some staff. They show high levels of enjoyment and focus during these times.

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

- The manager, who also owns the club, has not addressed the action given at the last inspection. Although she and one other member of staff have acquired a paediatric first-aid qualification, there are regular occasions when neither are working at the club. This compromises children's safety.
- Staff deployment is not effective. For example, at snack time most of the staff are involved in serving snacks and drinks. At times, this leaves only one member of staff to supervise children who are eating or still playing. Some children spent too much time running around without purpose. This leads to a disorderly environment, which impacts on the enjoyment of others.
- Staff do not receive appropriate supervision and monitoring to help them fulfil their roles successfully. Consequently, staff interactions with children are inconsistent. Some staff do not engage effectively with children during their play or encourage them to explore the range of resources on offer.
- Staff are not confident or proactive in dealing with children's boisterous behaviour. For example, some staff tell children to stop running or shouting, rather than helping to redirect their play into new activities.
- Children receive inconsistent messages about healthy eating. For instance, although staff provide fresh fruit at snack time, this is placed on a shelf below

the other foods. Children do not choose fruit as part of their meal and staff do not encourage this. They do not explain to children that fresh fruit and vegetables are an important part of a balanced diet.

- Staff provide a variety of toys, games and resources for children. They take some account of children's views. For example, they have 'children's choices' on the daily activity rota.
- Children have opportunities to learn about different cultures and religions. For instance, they make lanterns to celebrate Chinese New Year.
- Staff say that they have good relationships with staff at the school that children attend. They speak about following similar themes throughout the year, to complement the children's learning at school.
- Parents give positive feedback on the club. They say that their children enjoy attending and the staff are friendly and welcoming. Parents report that staff provide information on the activities on offer and pass on any messages from the children's school.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff have a good understanding of safeguarding matters. This includes wider issues such as the risks to children from radicalisation. They know how to recognise signs of abuse and how to report concerns about children's welfare. The manager and staff know what to do if there is an allegation about a staff member. They assess the club premises each day, to ensure they are safe for children. However, children's safety and welfare is not assured were they to need emergency first-aid treatment.

## What does the setting need to do to improve?

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

	Due date
ensure that there is always one person on site who has a valid paediatric first-aid qualification	11/04/2022
improve staff deployment to meet children's needs and ensure their safety	11/04/2022
improve coaching, support and supervision for staff, to help develop their professional skills and improve the experiences for children	11/04/2022

develop staff knowledge of appropriate behaviour management strategies, to teach children about behavioural expectations and respect for other people.	11/04/2022
--	------------

## Setting details

<b>Unique reference number</b>	EY332199
<b>Local authority</b>	Havering
<b>Inspection number</b>	10193046
<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 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	Cook, Sara Leigh
<b>Registered person unique reference number</b>	RP514820
<b>Telephone number</b>	01708 738184
<b>Date of previous inspection</b>	20 September 2018

## Information about this early years setting

Rise Park Out of School Club registered in 2006. It operates from Rise Park Infant School, in the London Borough of Havering. The setting operates Monday to Friday, term time only. It provides a breakfast club from 7.30am until 8.50am and an after-school club from 3.10pm until 6pm. The provider employs ten members of staff, two of whom hold an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider has received, since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the setting.
- The manager showed the inspector around the club premises, she explained how they organise the environment and the experiences they provide for children.
- The inspector observed activities and interactions between children and staff, to evaluate the children's experiences at the club.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with the provider to discuss leadership issues, such as the recruitment, training and supervision of staff.
- The inspector looked at some of the club's documents, including safeguarding policies, staff suitability checks and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022