

Inspection of School's Out

Rothley C Of E Primary School, Burrow Drive, Rothley, Leicester, Leicestershire LE7 7RZ

Inspection date: 15 September 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to learn in the inspiring environment created by staff. They have close bonds with all staff and settle immediately in their care. This supports children's welfare and emotional development. Children develop strong friendships with others. They learn how to be caring and to help one another. For example, children help their friends to work out how to tidy the toy cars away, showing them how to move the cars so the drawer shuts properly. From an early age, children make choices in their play from a wide range of resources and freely explore the environment. Staff praise them, as they independently take their shoes off and collect a plate ready for snack time. Children confidently share their ideas and hold vibrant conversations. They pretend their bread sticks are rockets, imitating the noise they make, comparing who has the bigger rocket as they eat them. Children listen closely to staff when they explain new information and vocabulary, including what an astronaut does.

Children know the rules of the setting, including walking inside. They behave extremely well and follow staff instructions, such as holding hands to walk to the local woods. Children demonstrate what they have learned from staff about keeping safe by holding their arms in the air while walking past nettles and brambles.

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

- All staff know the children and their families extremely well. They observe children and play alongside them to find out what they know and can do. Staff work closely as a team to plan how best to support children with what they need to learn next, and they use this information to arrange the environment and activities. Staff plan new interests to share with the children to give them experiences they may not get elsewhere.
- Staff use a broad range of vocabulary with children. While talking about coconuts at an event, they explain that this could mean it is Hawaiian themed, and they help children to practise this new word.
- Staff support children to develop a love of songs and stories. Children giggle as they copy staff by spinning round and sitting down while singing a song about a troll. However, occasionally, staff do not encourage or give children enough time to think about how to solve problems or answer questions for themselves. Therefore, at times, some children do not make the progress they are capable of.
- Staff remind children consistently to use their manners when responding to others and staff. They teach children how to be thoughtful about other children's feelings, which children demonstrate without being prompted. While at the woods, children help move twigs out of their friends' way and help them balance

as they walk across logs.

- Children know what is expected of them during routines of the day. They wash their hands, find their lunch boxes and water bottles, and sit patiently ready for lunchtime. Staff remind children how to be respectful and take care of their belongings and resources.
- Staff plan activities based on children's interests and new interests they may not learn about elsewhere. Children enjoy listening to a story about a 'stick man'. They collect different-sized sticks, which staff help them to stick together to make their own creation. However, at times, staff are not clear on what skills and knowledge they want children to develop during some of the adult-led activities. Therefore, staff do not give some children the support they need to develop as much as they could during these opportunities.
- Leaders reflect on the experiences of children and adapt the environment to meet the needs of all children. For instance, they decided to create more floor space for children to better explore the construction resources. Leaders work alongside the staff team, parents, and carers to gather feedback on the opportunities provided. They provide immediate feedback for staff on their practice and plan training to further support their development.
- Parents comment that the setting provides 'bespoke care, attention and education'. They say children 'flourish' because of the hard work and dedication from staff, and they feel staff work with them on all aspects of children's care and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders ensure the environment is safe for children to play in. They assess any risks and put steps in place to minimise potential hazards. There are thorough arrival procedures in place, including supervising all doors and checking visitors' identification. Leaders and staff demonstrate a good understanding of their responsibility to safeguard children. They can monitor and identify the signs and symptoms a child may be at risk of harm. Staff know how and when to record and report their concerns to other professionals, such as those working for the local authority. They understand local safeguarding concerns that affect the community and have a preventative approach to safeguarding vulnerable families. Leaders check the ongoing suitability of staff working with children.

What does the setting need to do to improve?

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

- develop a sharper focus on what staff want children to learn during activities so they can support children's development further
- allow children more time to think and further develop the skills they need to

solve problems and answer questions independently.

Setting details

Unique reference number	2561211
Local authority	Leicestershire
Inspection number	10205576
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 10
Total number of places	16
Number of children on roll	45
Name of registered person	School's Out Rothley Ltd
Registered person unique reference number	2561210
Telephone number	07879 676025
Date of previous inspection	Not applicable

Information about this early years setting

Schools Out, Rothley, Leicester registered in October 2019. The setting operates Monday to Thursday, during term time, from 7.30am until 6pm, except for bank holidays. The setting employs nine members of childcare staff. Of these, all hold an appropriate childcare qualification at level 3 and above. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lora Teague

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 setting and has taken that into account in their evaluation of the setting.
- The deputy manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed all staff and children of all ages throughout the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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