

Inspection of Rocketeers

Shelley Primary School, Wickhurst Lane, Broadbridge Heath, Horsham, West
Sussex RH12 3LU

Inspection date:

1 December 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive at the after-school club happily. They enjoy sitting with their friends and sharing a healthy snack. Children independently spread their own toppings on their toast. They value having a choice over what they would like to eat. Children are very well behaved and have excellent manners. They engage in conversation with their peers of different ages. They listen to each other and positively share their ideas. Children are confident with visitors. They form strong relationships with the staff who care for them. Children are exceptionally kind to their younger friends. For example, older children offer to sit with younger children to look after them.

Children sit down for group time and share their news from the day. Staff clearly explain the activities available to the children and talk to them about the current weekly theme. Children discuss ways that they can care for the Earth, which is part of the club's topic. They suggest planting more trees and recycling to protect the planet. Children know and understand the rules of the setting, which are reinforced by staff before they go outside to play. Children are helpful and caring. For example, they are eager to help carry resources outside.

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

- Staff support children to play cooperatively. For example, they encourage children to hold the skipping rope for each other and wait to take their turn. Staff create a positive and welcoming environment for children. They give each child individual attention throughout the session. Staff join in with children's games and play. They provide children with opportunities to be creative and praise them for their efforts.
- Staff have a good understanding of how to support children with additional needs. Staff work with parents to find out what children enjoy at home. They consider the individual needs of each child and adapt their practice accordingly. When children need additional support, staff create individual resource packs that children can use when they need to. For example, for children that enjoy being creative, staff provide them with a sketch pad and pens. Children use their individual packs to help them regulate their emotions.
- Parents say that their children are happy and well cared for. They explain that they get good feedback after each session and that their children enjoy attending. Staff work with parents to find out about children's dietary requirements and ensure that these are catered for within the after-school club.
- Staff encourage good hygiene measures, such as handwashing before and after mealtimes. They take children outside daily to spend time in the fresh air and participate in physical activity. Children have access to drinking water at all times

to help keep them hydrated.

- Leaders are knowledgeable and reflective. They evaluate their setting well and have a clear vision for how they want to develop their provision. Leaders complete regular observations on staff's practice to monitor the quality of the setting. They have effective procedures in place for the supervision of staff. They ensure that staff receive a full induction and ongoing professional development opportunities.
- Children access a wide range of activities that they can choose from. The activities provided are suitable for children of all ages. Children work together to build structures out of small bricks. They are imaginative and introduce storylines to their play. Other children create a marble run. They develop their problem-solving skills, as they experiment with different pieces to make the marble roll seamlessly through the run.
- Staff build strong partnerships with the school that the children attend. They meet with children's teachers termly to identify what children are working on within school. They then use this information to inform their planning. For consistency, staff mirror strategies used within the school. For example, they clap their hands to get children's attention and children repeat the clapping pattern back to show they are listening and focused.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff prioritise safeguarding. They ensure that staff complete regular training so that they have the knowledge and skills to safeguard children. Staff understand what to do to raise a concern about a child and are confident in the procedures, both within the organisation and externally. Staff are confident to raise concerns about other members of staff should they need to. Leaders have robust recruitment processes in place to ensure the suitability of their team. Staff regularly practise fire evacuation drills so that they know what to do in an emergency. They ensure that children are supervised at all times.

Setting details

Unique reference number	2588992
Local authority	West Sussex
Inspection number	10262967
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	82
Name of registered person	Kegra Ltd.
Registered person unique reference number	RP535024
Telephone number	01403 371028
Date of previous inspection	Not applicable

Information about this early years setting

Rocketeers registered in 2020 and is based at Shelley Primary School in Broadbridge Heath, Sussex. It is one of five provisions operated by the provider. The club employs two members of childcare staff. The club opens Monday to Friday during term time, before school from 7.30am to 9am and after school from 3pm to 6pm.

Information about this inspection

Inspector
Jade Orosz

Inspection activities

- This was the first routine inspection the provider 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 provider.
- Children told the inspector about their friends and what they like to do when they are at the after-school club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.

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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