

Inspection of Rise Park Out of School Club

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

Inspection date:

23 February 2023

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children are confident, safe and well settled in this welcoming out-of-school-club. They know the routines well and know what is expected of them. For instance, they know where to hang their belongings when they arrive and are keen to then select from the wide range of resources on offer to them. Children behave well in a calm, friendly atmosphere. They remind each other of the rules, such as during discussion times, and are keen to help each other. For instance, older children willingly help younger children during activities. They develop their sense of responsibility and self-esteem levels well.

Staff take children's interests into consideration when planning activities for them. Children are welcome to share their views. They confidently ask for what they want to play with. Children are eager to play, join in with activities and are engaged well. Older children enjoy physical activities, such as using bats and balls with their friends. Younger children enjoy drawing pictures and making patterns with beads, while using and developing their hand muscles. All children are sociable and form good friendships with others. Children show they feel safe and secure.

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

- The manager has improved practice at the club since the last inspection. She has taken relevant action to ensure all requirements are met. For example, the majority of staff now hold a paediatric first-aid qualification to help ensure that there is always someone on site who is qualified to deal with any accidents or emergencies.
- Staff have suitable opportunities for professional development to help them develop their skills and knowledge. For instance, since the last inspection, staff have attended training to learn more about supporting children with their behaviour.
- Children's health and physical well-being is supported well. They eat balanced, healthy foods, such as yoghurt and fruit, and have opportunities to be active in the outdoor play area. Children enjoy playing football and using skipping ropes and have good opportunities to build on the physical skills they are developing at school.
- Staff support children's emotional well-being effectively. They are approachable and friendly and form a warm rapport with children. Staff are responsive and caring. They offer children help and support as needed throughout their time at the club and meet their needs well.
- Staff successfully encourage children to follow good hygiene practices. They remind children to clean their hands regularly, such as before they eat, to prevent the spread of germs.

- The manager works well with other settings that children attend, such as the school. She gathers and shares useful information about children to help ensure children's individual care needs are met. There is a good two-way flow of information to help provide consistency for children.
- Parents speak positively about the club and say that children are well cared for. The manager forms good partnerships with parents. She seeks their advice to help her to evaluate the practice at the club and make developments. For instance, parents who are teachers by profession have worked with staff and shared their expertise to help enhance the planning of activities for children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They recognise the possible signs that may indicate a child is at risk of harm and know who to report their concerns to. Leaders know about wider safeguarding issues, including their responsibilities in relation to the 'Prevent' duty and helping to protect children from radicalisation. Staff successfully teach children how to keep safe, such as while playing outside. They implement effective risk assessment procedures to help keep the premises safe and secure. The manager has effective systems in place to check on staff's suitability to help maintain children's safety.

Setting details

Unique reference number	EY332199
Local authority	Havering
Inspection number	10238969
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	50
Number of children on roll	60
Name of registered person	Cook, Sara Leigh
Registered person unique reference number	RP514820
Telephone number	01708 738184
Date of previous inspection	24 February 2022

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 to 8.50am and an after-school club from 3.10pm to 6pm. The provider employs six members of staff, one of whom holds an appropriate early years qualification at level 3 and two at level 2. The manager also holds a suitable level 3 qualification.

Information about this inspection

Inspector

Anneka Mundy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the areas used by children.
- The inspector observed the activities planned for children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at documents relating to the suitability of those working with children, including their first-aid qualifications.

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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