

Inspection of Rascals Wroughton After School Club

Wroughton Infant School, Wharf Road, Wroughton, SWINDON SN4 9LE

Inspection date:

20 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Warm and welcoming staff greet the children as they enter the club. The children wave at staff and run to tell them about their day. They enthusiastically tell them about an award assembly and show off their certificates. Staff offer the children lots of praise, which builds their confidence and self-esteem. The children show they have built strong relationships with other children and staff, which allows them to feel safe and secure.

All children become deeply engaged in their chosen activity as they mix with all age groups. They explore the range of resources and materials independently. For example, children explore board games on the stage, such as 'Twister'. They laugh as they try to twist their bodies and balance in awkward positions. This strengthens children's muscles and releases endorphins, which make children happy.

The children celebrate the Chinese New Year at the club. They sit at the table and follow instructions on how to make a dragon. The children make the dragons their own as they colour them in their chosen colours. They notice the similarities and differences as they cut and glue the different parts together. The children use mathematical language and counting as they discuss how big their dragons are and count the spikes on the tail. This supports children's creativity and understanding of the world.

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

- The manager and her team set up the hall with different areas to encourage children to engage in chosen play. They position themselves well and interact with the children during their play to extend their knowledge and understanding. The team plan adult-initiated activities based on current themes and events, such as the Chinese New Year. This follows the local school curriculum and allows children to further explore things they have learned at school in a play-based environment.
- Children behave well. They share resources and take turns using these. Children say please and thank you. They listen to each other sharing ideas and opinions. Staff remind and reinforce the boundaries and behaviours for all children, such as walking feet inside and being kind. The staff work well together as a team and create an environment where children feel welcome. They act as good role models for the children by talking to them and one another respectfully.
- Parents receive regular newsletters, which provide them with an outline of up-and-coming themes. It highlights key information, such as healthy eating, local health guidance and changes to policies. The parents praise the staff for their detailed handover of their children's day at school and time at the club. They

receive photos of activities online and their children come home happy. The parents feel comfortable making suggestions to the staff and ideas to improve the service.

- Staff say they enjoy working at the club and feel supported by the management team. They attend appraisal meetings, where they have an opportunity to highlight any professional development goals. The manager gives them support and feedback, which helps to raise their practice to a higher level. New staff undergo an induction process to fully understand their roles and responsibilities.
- The management team continuously reflect on the provision and make necessary changes. They gain feedback from parents and suggestions from the children to highlight areas for improvement. Since the last inspection, the team have been focused on creating a garden space to allow the children free-flow access to the outdoors. This means children have daily opportunities for fresh air and exercise, which supports their overall health and well-being.
- The staff provide children with a wide range of healthy snacks and meals. For example, the children tuck into Chinese food, such as rice, noodles, and vegetable spring rolls to celebrate the Chinese New Year. However, the children watched a film while eating. This meant that staff missed key opportunities to discuss with the children the food and share their experiences as a group with other tables.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team show a clear understanding of their responsibility to safeguard children from harm. They clearly understand the signs and symptoms that may show a child is more vulnerable or at risk of harm. The staff know how to refer any concerns about children's welfare and allegations against staff to the relevant authorities. The management team completes safe recruitment procedures and induction to ensure all staff are suitable to work with the children. Staff undertake regular training to ensure that their knowledge is up to date and refreshed.

Setting details

Unique reference number	EY380351
Local authority	Swindon
Inspection number	10263923
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	42
Number of children on roll	110
Name of registered person	Bodin, Janet
Registered person unique reference number	RP907997
Telephone number	07731356487
Date of previous inspection	17 May 2017

Information about this early years setting

Rascals Wroughton After School Club registered in 2002 and operates from the grounds of Wroughton Infant School, in Swindon, Wiltshire. Sessions run from 3pm until 6pm on weekdays during term time only. The club has 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, one at level 2 and two staff are unqualified.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the provider's first routine inspection 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.
- The inspector observed staff practice and children's experiences across a variety of activities.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector held a meeting with the management team to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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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