

Little Rascals Out of School Club

North Watford Methodist Church, The Harebreaks, Watford, Hertfordshire, WD24 6NF

Inspection date	23/10/2013
Previous inspection date	09/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children come into the club happily and they settle quickly to have their tea. They choose from a wide selection of toys and games which extend and promote all areas of learning. Children are confident and they make their needs known as they chat to each other, staff and visitors.
- Children are well behaved and they are learning how to manage their own safety as they are familiar with the routines and understand what is expected of them. They are supported well by staff, who are consistent in their approach to managing behaviour and working with the children as they play.
- Children are safeguarded and their well-being is promoted to a good level. Staff understand their responsibilities to ensure a safe environment and to manage children's safety appropriately. Documents support and promotes the children's learning and welfare.

It is not yet outstanding because

- There is scope for the key person to share information gained from parents with other staff so that they are all fully aware of children's interests, likes and dislikes.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector watched children play in the hall and the outside play area, she observed them have their tea.
- The inspector spoke to the manager and the staff. She looked at the observations and information in relation to the children in the early years age group.
- The inspector spoke to the children to find out about their interests and what they enjoyed doing at the club.
- The inspector sought the views of parents as they collected their children.

Inspector

Tina Kelly

Full Report

Information about the setting

Little Rascals Out of School Club was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the North Watford Methodist Church hall in The Harebreaks, in north Watford, Hertfordshire. The club has use of the main hall, kitchen, cloakrooms and an enclosed outside play area.

The club runs term time only and is open every week day from 8am to 9am and from 3pm to 6pm, providing a breakfast club and out of school care. There are currently 25 children from four to 11 years on roll, two are in the early years age range. Children attend for a variety of sessions.

The registered provider manages the club, all staff are suitably qualified to level 2 and 3 with early years and play qualifications. This club is a sister site to Little Rascals Out of School Club at Cherry Tree School.

What the setting needs to do to improve further

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

- provide opportunities for the key person to share information about children's interests, likes and dislikes with other staff, so that they can support children more effectively in their play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are brought by staff to the club, in a walking bus formation from several local schools. Children of all ages show delight as they come into the club. They have their tea at the beginning of the session as some children are collected early. Children are given a quiet time so they can do their homework or settle to an activity. The flexible routines are planned to meet the needs of the different ages of children who attend the club. Children move freely around the hall and they select the activities they would like to take part in from storage. The bookcase, mats and cushions are set out by staff.

Children of all ages are confident in asking for games and resources. Children really enjoy using vast selection of beads that they set on a pre-set template. They create complex patterns and designs, these are then ironed to make the pattern rigid. These are then taken home at the end of the session. Children are very focused and they pick up the very small, coloured beads with great care. Staff talk about the patterns; asking children about what they are going to do next to develop their ideas and extend the artwork.

Children of all ages are included in a range of interesting activities. The younger children are well supported by the older children, who include them in their play. Children are provided with challenging games, such as, setting cogs and wheels to make them all turn from a handle at the start of the links. Children take great care to fit the cog, place axles and blocks, which develops their hand-to-eye coordination. When younger children take part, the staff ask older children to show how the mechanics work. They are keen to do this and chat about the different ways the blocks can fit together. Staff extend children's language by explaining how they link and turn. Children count and match the colours to make patterns, which extends their mathematical skills. Children become absorbed as the cogs quickly build into a three dimensional structure. Children's learning and play needs are met to a good standard because resources are of good quality and provide children with a range of play and learning experiences.

During the session, staff ask the children if they would like to play outside. Due to the layout of the hall and the enclosed outside play area, staff take groups of children out to play. There is a separate area for ball games, which provides an enclosed space so children can take part in more physical games. They enjoy a game of football, running and kicking the balls with great skill.

Children are chatty and show high levels of confidence in talking to adults and making their needs known. They are supported well by staff in making decisions about what they want to do and sharing ideas about their play. The manager uses information from these discussions with children to buy new resources and extend the activities they enjoy. Staff take time to talk to parents as they collect the children. They share in their achievements and refer to the settling-in notes for children new to the club. The club provides children with a range of opportunities to take part in new play experiences. They are developing skills which promotes their social skills and understanding of the wider world.

The contribution of the early years provision to the well-being of children

The out of school club provides a welcoming environment. The key person system works well in ensuring young children feel secure because they form strong bonds and attachments with staff and other children. The well-documented settling-in period makes sure young children have one-to-one help when needed and any concerns are shared with parents. However, information about the children's likes and interests is not always effectively shared across the staff team. This means that, at times, staff are not able to extend discussions about events from home and school to fully build on children's previous experiences.

Children are very competent in sharing, take turns and negotiating with each other as they play. This is very clear as a group of children of different ages play football. Older children are considerate and make sure everyone takes turns in the game. Young children are gaining in confidence and clearly enjoy being involved in the fast moving game. Children take part in a range of games and activities that promote their physical skills.

Children learn about a healthy lifestyle through every day routines. Staff sit with the

children at tea time, extending children's understanding of different foods. They promote good manners and take time to talk to the children. Hand washing and cloakroom routines are managed well. Children's independence is supported throughout the session. They make choices about what they would like for their tea from a choice of healthy and nutritious snack items. This is a calm and well-managed time where children are encouraged to share aspects of their day in school. Children are encouraged to talk about events later in the week. They are looking forward to the 'anything goes' day at the end of term. They can bring items and games from home to share with their friends. Children are beginning to be able to plan for future events because their personal and social skills are supported to a good level.

Children's kindness and helpfulness is recognised through consistent praise and thanks from the staff. Children's good behaviour is further supported as they acquire points through the term. These are collated over the weeks and lead to special treats at the end of term. Children feel valued and they are involved in making decisions about what they would like to do at the club. Children are polite, good manners are promoted by staff as they talk to the children about taking turns and being considerate to others. They behave well because they understand what is expected of them. They are gaining the social skills they will need to enable them to take part in new experiences with confidence.

The effectiveness of the leadership and management of the early years provision

The registered provider, who works as the overall manager, and the staff team are committed to providing a stimulating and interesting experience for children of all ages, The Convention on the Rights of the Children is the basis for play policy. The club uses the Statutory framework for the Early Years Foundation Stage guidance to ensure children's learning and care needs are recognised and met to a good standard. The inspection was brought forward because of concerns raised around the collection of children at home time. The club was given a notice to improve their safeguarding procedures and risk assessments for this time of day. At inspection, staff demonstrated a very good understanding of their responsibilities, in relation to safeguarding. The risk assessment ensures children's safety is maintained at all times. The manager is the designated member of staff for safeguarding. There is an expectation for all staff to attend safeguarding and first aid training to ensure the well-being of the children. Information from the Local Safeguarding Children Board is readily available and on display. Parents are informed about the club's commitment to providing a safe environment, the parent leaflet and web page refers to the policies and procedures that are in place to protect children. Effective procedures and risk assessments are in place to identify and minimise risk to children at the club and when children are walked from school sites. All staff take responsibility to ensure they are deployed appropriately around the setting to support and monitor the children at all times.

Partnership with parents is strong. The registered provider is experienced in managing out of school provision and the club has a sister site running in the locality. Little Rascals has provided out of school care for some families over many years. Parents are happy with the service. They have confidence in the staff team and enjoy the artwork the children take

home. Information is shared effectively with discussion at the end of the day and by text and email. Parents are kept well informed as information is on display in the club and there is an informative web page outlining the service provided.

The club has established strong links with the schools that they collect from. This enables them to support the children in their care and with homework and social skills. The manager has good links with support services through the children's centres so she can support children and families effectively.

The registered provider is supported by a well-qualified staff team who work well together. They have a range of skills and experiences in working with children in other early years settings. Regular staff meetings and appraisals ensure time is taken to review training opportunities, general practice and to plan for the termly themes and activities. There is a robust recruitment process in place to ensure all adults working with the children are suitable. The registered provider uses information gained from discussion with parents, her staff team and the children to consistently evaluate the service she provides. This process enables her to reflect on the strengths of the club and to make plans for areas of practice to be further developed to maintain continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY269733
Local authority	Hertfordshire
Inspection number	920119
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	25
Name of provider	Moira Hine
Date of previous inspection	09/02/2011
Telephone number	07763 214360

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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