

Busy Rascals

Inspection report for early years provision

Unique reference number

EY432893

Inspection date

14/05/2012

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Busy Rascals was registered in 2011. It operates from Gleadless Primary School from the infant building in Gleadless on the outskirts of Sheffield. It is privately owned. The club provides care in the dining hall and has access to a secure outdoor play area. The setting serves families from the immediate community and the surrounding areas of Sheffield.

The setting is open from 7.45am to 9am and from 3pm until 6pm, Monday to Friday, term time only. The setting is registered to care for a maximum of 24 children aged from three to eight years, of whom no more than 24 may be under five years and none may be under three years at any one time. Children attend for a variety of sessions.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four staff who work directly with children full or part time, of whom three hold a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are happy and settled in the spacious and friendly setting, however, arrangements for safeguarding children are inadequate because some policies, procedures and records are not in place. Children engage in the activities provided but there is no evidence to show that they are making sufficient progress towards the early learning goals. The setting has generally positive relationships with parents and carers and they exchange information regularly. The settings ability to self-evaluate and bring about improvement is poor because the person in charge has too little impact due to a lack of involvement in the setting. This restricts the quality of planning and documentation and means that systems for improvement are not effective in supporting the successful operation of the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure an effective safeguarding policy and procedure is in place which includes the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) (also applies to both parts of the 28/05/2012

- Childcare Register)
- obtain enhanced Criminal Records Bureau Disclosures for every person aged 16 or over who works directly with the children (Suitable People) (also applies to both parts of the Childcare Register) 28/05/2012
 - keep records on the premises which must include the unique reference numbers of Criminal Records Bureau Disclosures obtained and the date on which they were obtained (Suitable People) 28/05/2012
 - ensure there is a named deputy who is able to take charge in the absence of the manager (Suitable People) 28/05/2012
 - ensure access to individual records which should be kept on the premises and should contain the name and address of the staff members, any volunteers and information about their recruitment, training and qualifications (Documentation) (also applies to both parts of the Childcare Register) 28/05/2012
 - lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development to improve the quality of provision for all children (Organisation) 28/05/2012
 - plan and organise systems to ensure every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation). 28/05/2012

To improve the early years provision the registered person should:

- ensure practitioners have a clear understanding of their roles and responsibilities
- further develop partnerships with other providers to ensure children receive continuity of care.

The effectiveness of leadership and management of the early years provision

Some staff are knowledgeable about safeguarding children, which is supported by recent training, but there is currently no safeguarding children policy and procedure on the premises. Children are not sufficiently protected in the setting because there are no records of the necessary checks being carried out on staff, to demonstrate that they are suitable to care for children. Most staff are suitably qualified to work with children, however, they are unclear about their roles and responsibilities within the setting.

Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by the children are safe. This allows children to move freely in and outdoors and use a variety of resources and equipment on offer. The

environment is clean, welcoming and accessible to the children but the activities provided are not specific in meeting their needs or interests, which further restricts opportunities to enjoy and achieve.

Staff work hard and are eager to develop but the owner's lack of involvement in the setting means that systems for development are weak. Communication is limited, therefore effective plans to improve and identify specific targets are not considered. For example, there is no system for reflective practice or self-evaluation. This has an impact on the safety and welfare of the children and each staff member's professional development. The setting has developed sound working relationships with parents and carers. They take the time to discuss their children at the end of the session and exchange information. This means that parents and children are valued. Effective relationships with other provisions and external professionals involved with the children are not yet developed, therefore children do not receive continuity of care in order to meet their needs fully. Staff offer sensitive support to children who have special educational needs and/or disabilities and ensure activities are appropriate to all children in the setting regardless of age, gender or ability. However, partnerships with other providers of the Early Years Foundation Stage are not developed sufficiently in order to provide the specific care, education and learning needs for individual children.

The quality and standards of the early years provision and outcomes for children

Some staff have undertaken training relating to the Early Year's Foundation Stage but are unable to implement this effectively because systems for planning, observation and assessment are not yet developed. This means that staff are unaware of each child's stage of development and the next steps each child needs to work towards. Children have varied opportunities for physical development. They are free to venture outdoors when they choose, which allows them to exercise on a large scale. They develop their fine motor skills as they use the scissors and other tools to make tubes at the creative table. Staff are close by to offer support, which allows children to complete their creative activity. Children wear high visibility vests as they walk to and from the school building, which encourages them to consider safety issues.

Staff provide nutritious snacks for the children, which promotes healthy eating. They use this time valuably as they discuss the child's day and take a genuine interest in what they have to say. This means children are valued and feel a sense of belonging in the setting. Children have appropriate opportunities for mark making with a range of coloured pens. They can colour pictures, which helps to improve control and strengthen muscles. They engage in purposeful discussions with staff, which promotes language and thinking. Children enjoy building with the large foam squares where they learn about space and shape. However, the activities provided are not specifically linked to the child's needs or interests because there is no system to observe this. This means that children's progress is not monitored in any way so clear steps are not taken to ensure they are achieving sufficiently.

Children behave well because they are aware of the routines and boundaries within the setting. Staff are caring and respectful and demonstrate a positive attitude towards the children and each other. Children have good relationships with staff and their peers, which means they are content. Staff promote other cultures to help children learn about differences in a positive way. They celebrate festivals, such as Diwali through the use of clay modelling, which further develops the children's creative skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children (Arrangements for safeguarding children) (also applies to the voluntary part of the Childcare Register) 28/05/2012
- keep records of the name, home address and telephone number of every person living or working on the premises on which childcare is provided (or the part of the premises where the childcare is held, where only parts of the premises are used for childcare) (Records to be kept) (also applies to the voluntary part of the Childcare Register) 28/05/2012
- keep effective systems to ensure that the registered person and any person caring for, or in regular contact with children is suitable to work with children which must include obtaining an enhanced CRB check (Suitability of persons to care for, or be in regular contact with children) (also applies to the voluntary part of the Childcare Register). 28/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take actions as specified in the compulsory part of the Childcare Register (Arrangements for safeguarding children, Records to be kept, and Suitability of persons to care for, or be in regular contact with children). 28/05/2012