

Busy Rascals

Gleadless Primary School, Hollinsend Road, SHEFFIELD, S12 2EJ

Inspection date	23/11/2012
Previous inspection date	14/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children use a range of age-appropriate toys and resources, which staff rotate on a regular basis to ensure children have fun.
- Children are encouraged to make independent choices about their play, which enables them to follow their own interests.
- Children receive a warm welcome and enjoy friendly and supportive relationships with staff.
- The programme of activities, experiences and opportunities offer a balance of adult-led and child-initiated activities to help all children make satisfactory progress in their learning and development.

It is not yet good because

- The setting has not yet implemented the learning and development requirements to use the seven areas of learning and development to shape the educational programmes and to inform the assessment of children's progress.
- Partnerships and information-sharing with the school are not fully effective because communication is not consistent and does not ensure continuity of care and learning. The safeguarding policy and procedures do not cover the use of mobile phones and cameras in the setting.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 looked at children's 'All about me' files, planning documentation, and a selection of policies, procedures and children's records.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- The inspector talked to the manager about targeted improvement plans.
- The inspector took account of the views of a parent during the inspection.

Inspector

Catherine Mather

Full Report

Information about the setting

Busy Rascals was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the infants' building of Gleadless Primary School in the Gleadless area of Sheffield and is privately owned. The club serves the local area and is accessible to all children. It operates from the dining hall, and there is a fully enclosed area available for outdoor play.

The club employs six members of staff. Of these, three hold appropriate early years qualifications at level 3. The manager holds a level 6 BA in Education Studies and a

graduate diploma in play work.

The club opens Monday to Friday term time only. Sessions are from 7.30am until 9am and from 3pm until 6pm. Children attend for a variety of sessions. There are currently 30 children attending, of these six are within the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the use of mobile phones and cameras in the setting is covered in the policy and procedures for safeguarding children
- improve the planning of challenging and enjoyable learning experiences by observing children to understand their level of achievement, interests and learning styles, and then shape learning experiences for each child by taking these into account
- develop the arrangements for sharing information and partnership-working with other early years settings that children attend, in order to fully support children's learning and development.

Inspection judgements

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

Staff bear in mind that children have been at school all day and plan a variety of play opportunities, but mostly encourage the children to follow their own interests. Children are keen to choose what to do on arrival and can select from activities, such as art and crafts, construction and table-top games. They can also take part in planned activities, such as drawing and colouring in pictures. This freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. For example, children choose to sit with staff as they construct things made from small plastic building bricks. Children discuss their ideas about building boats, and staff support learning by introducing additional resources to extend their play. These include animals which swim, trees, bushes and other items associated with water.

Children enjoy creative and imaginative play routinely. They confidently use tools, such as scissors to cut out their artwork. Creativity and imagination is developed through their

artwork and role-play experiences. For example, children spontaneously draw people and use scissors to cut them out, saying they want to sail across the lake. Excitement and fun is had by the children, and they are keen for staff to join in with their enjoyment. Staff are deployed well and are enthusiastic as they engage with the children. They are interested in what the children are doing and value their choices.

Children make satisfactory progress towards the early learning goals and they enjoy the activities provided. However, the approach to observing and assessing children's achievements is weak and does not reflect children's ongoing progress. Some observations of children's learning are made by staff. However, they are not fully evaluated and, as a result, activities do not always challenge and extend the children's learning or complement what they are learning at school. This is because staff do not share enough information with the school to fully support continuity of children's care and education. On a daily basis, verbal exchanges of information take place with parents and a parent said their child is happy and has fun at the club.

Samples of children's artwork are displayed within the setting. For example, pictures of teddies have been coloured in as children have designed outfits for them to wear. A member of staff then knits them, using the colours children have chosen, and children's individual teddies are dressed and sit on display for everyone to see. Children talk confidently with staff and each other. Staff listen to them chatting about their school day and ask them questions to make them think and extend their language skills.

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

Children's health is suitably supported. They enjoy macaroni cheese and, as an alternative, they are able to make choices from a variety of sandwich fillings. Children are encouraged to make their own sandwiches and praised for their efforts. This means children's independence is acknowledged. However, although drinking water is readily available via a water machine throughout the session, children are unable to independently access this during mealtimes. Children are familiar with the daily routine and know to wash their hands before eating. Mealtimes are relaxed, social occasions when children sit together around the table with staff to enjoy their food and each other's company. They have access to outside to support their developing understanding of how being active contributes to a healthy lifestyle. Football is particularly popular, and this helps to support children's physical development and also their personal, social and emotional development, as they negotiate rules and teams.

Staff support children in managing risk with timely reminders, such as being careful with scissors. They are good role models, offering consistent guidance and clear boundaries, which help children to understand expectations. On the whole, children behave well. The staff take particular care of younger children and support them in a small group when organising activities with them. They encourage them to be independent by allowing them to choose their own activities from a variety of resources, including dinosaurs and other animals they want to use in their imaginative play. The manager and key persons are considering ways to work with the school to promote smooth transitions between the

school, themselves and the attached nursery.

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

Overall, the processes to support children's safeguarding and welfare are sound. Managers are clear about their role and share the policy with parents. For example, they understand what they should do in the event of any concerns regarding child protection. However, the current safeguarding policy and procedures do not include the use of cameras and mobile phones. This means that the club has not complied with the requirements of the Early Years Register.

The manager has begun to evaluate the provision and uses a 'reflective' file, which includes assessments undertaken by the local out-of-school network. Training is accessed through this network, and training needs are identified and discussed during staff meetings. The manager has identified her priorities for improvement and is determined to build on the progress which has been made since the last inspection.

Staff are appropriately deployed, and child-to-staff ratios are met. The premises are safe and secure, and there are effective arrangements for monitoring visitors and for handing children over to their parents or carers at collection times. The staff are able to speak to parents every day at home-time and to share news or sort out any worries. The parents speak well of the club and say their children enjoy coming.

The manager has implemented all the actions from the last inspection. She evaluates the provision and demonstrates a satisfactory capacity to sustain continuous improvement. The manager and her staff discuss improvements and any problems that arise on a daily basis. This allows them to adapt their practice to improve outcomes for children. Documentation is stored appropriately to ensure confidentiality is maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the written policy of procedures to followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect, covers the use of mobile phones and cameras in the setting (Arrangements for

safeguarding children)(both parts of the Childcare Register).

- take action as specified above (Arrangements for safeguarding children).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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. 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	EY432893
Local authority	Sheffield
Inspection number	808739
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Laura Annabel Stacey Watkins
Date of previous inspection	14/05/2012
Telephone number	07521683926

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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 that are usually their 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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