

Busy Rascals

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



Inspection date	29 June 2016
Previous inspection date	23 November 2012

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is inadequate

- Staff do not have enough understanding of the signs and symptoms of abuse or the procedure to follow should there be a concern about a child's welfare. This means they are not able to respond in an appropriate and timely way should the need arise.
- Staff's interactions with children are poor. The manager does not effectively monitor the quality of the staff's practice. Staff do not receive effective supervision, training and coaching to help improve their performance.
- Children are not assigned a person who ensures their care needs are met and who they can build a relationship with, supporting them both at the club and complementing their time in school.
- Children are not given enough opportunities to be independent. Staff often carry out tasks for children that they are capable of doing for themselves and are important skills they need for school.

It has the following strengths

- Children's behaviour is good. They play cooperatively with each other and are making good friendship groups.
- Children have opportunities to learn about cultural diversity within their community and in the wider world.
- Parents feel that their views are fully considered and acted upon. They state they like the flexibility of the club and the nurturing environment.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that all staff have a good understanding of the signs and symptoms of abuse, and are able to effectively implement procedures in a timely and appropriate way if there is a concern about a child's welfare 	29/07/2016
<ul style="list-style-type: none"> ■ develop and implement an effective programme of supervision, so that staff receive the support, coaching and training they need, in order to raise the quality of their practice 	29/07/2016
<ul style="list-style-type: none"> ■ ensure a key-person system is implemented, so that children's individual needs are met. 	29/07/2016

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

- provide children with more opportunities to be independent.

Inspection activities

- The inspector observed activities in the playroom and the outside area.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the manager's improvement plan.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Ruth Moore

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are not effective. Staff have a poor understanding about the signs of potential abuse and neglect. They are not secure about the process that they would follow when reporting a concern. This means that children's welfare is not protected. However, the manager has appropriate recruitment and induction procedures in place and she has ensured that all staff have relevant Disclosure and Barring Service checks. The quality of staff's interactions with children are weak. Staff do not receive effective support and coaching to raise their practice to at least a good level. The manager evaluates the service the club provides. She is working with the local authority quality improvement team to identify areas for improvement within the club. However, weaknesses identified in the provision are not promptly resolved. Staff obtain information about what children have done during the day when they collect them from school. Parents receive appropriate information about the club through the host school's website. Informal information is exchanged between staff and parents at handover times. This keeps parents informed about their children's care and general well-being.

Quality of teaching, learning and assessment is inadequate

The club room is prepared with a varied range of activities and resources that creates an interesting environment for children. Children enjoy imaginative games using the action figures with their friends. They create various stories playing with small castles and equipment in the outdoor area. However, the staff's interactions with children are often short and lack purpose. They often supervise children or chat between themselves rather than encouraging them to take part in activities that complement their learning at school. However, children are self-motivated. They confidently move around the activities, choosing things to do.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being are compromised due to the staff's poor knowledge of child protection. The key-person system is not effective. Children are not allocated a key person to ensure their emotional and care needs are adequately met. Staff do not know the stages of development children are working within and are unable to plan activities to build on their learning at school. However, some staff form warm relationships with children and give them lots of praise. This helps children to feel valued and secure. They, generally, appear happy in the club. Children begin to learn about the importance of living healthy lifestyles. Staff ensure that children benefit from nutritious snacks and encourage them to adopt good hygiene routines. They provide daily opportunities for children to exercise in the outdoor environment. Children have fun developing their ball skills when engaging in activities, such as throwing and catching and playing football. Children's independence is not always promoted. An example of this is that staff carry out simple tasks for children, such as pouring drinks and cutting fruit, which they are able to do for themselves.

Setting details

Unique reference number	EY432893
Local authority	Sheffield
Inspection number	1041486
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 10
Total number of places	25
Number of children on roll	50
Name of registered person	Laura Annabel Stacey Watkins
Registered person unique reference number	RP515286
Date of previous inspection	23 November 2012
Telephone number	07745468540

Busy Rascals was registered in 2011. The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. One member of staff holds an appropriate childcare qualification at level 2. The club opens Monday to Friday, term time only. Sessions are from 7.30am until 9am and from 3pm until 6pm.

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