



## The Sunshine Club

Inspection report for early years provision

<b>Unique Reference Number</b>	EY342570
<b>Inspection date</b>	03 February 2007
<b>Inspector</b>	Emma Bright
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<b>Registered person</b>	West Anglia Crossroads
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Sunshine Club is managed by West Anglia Crossroads committee. It opened in 2006 and operates from the Castle school in Cambridge offering care for children with Autism Spectrum Disorders. A maximum of 20 children may attend the club at any one time. The club is open on Saturday mornings only from 09:30 to 12:30 for 46 weeks of the year. All children have access to an enclosed outdoor play area.

There are currently 26 children aged from six to 11 years on roll. Children come from the Cambridgeshire area. The club employs 17 staff, five of whom work with children under eight. All five hold appropriate qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a good range of physical activities, and make good use of the outdoor area, school gym and soft play room to participate in active games. For example, they help themselves to balls and expertly throw them into the basketball net. Children enjoy running around freely outdoors and competently use the very good range of large apparatus where they demonstrate their balancing skills as they swing along the 'zip line'. In addition, children have the space to relax in the sensory room, where they can listen to music or watch light patterns on the wall. This ensures that all children benefit from physical activity and quiet time to enhance their well-being.

Children's good health is promoted because staff help them to understand about good hygiene practices, such as washing their hands before snack time. Staff act as good role models, wiping down surfaces before serving food to help children stay healthy. If the children become unwell whilst they are in the care of the setting, very clear records and procedures are in place to make sure that they are well cared for. Children's medical needs are very well met as clear and detailed information is in place; this is updated regularly to ensure their on-going health is maintained.

Children are well nourished and staff help them to learn about making healthy choices by offering a good selection of food at snack time. They help themselves to raisins, banana and cucumber, and have plenty of water and juice to drink throughout the session so that they remain well-hydrated. Children's individual dietary needs are met as very clear information is gathered from parents about allergies or special dietary requirements and this ensures children can eat safely.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a safe and welcoming environment where risks are clearly identified and minimised. This means they are able to move around safely and independently under the constant supervision of the staff. A check of the premises is carried out at the beginning of each session to ensure all areas used by the children are safe. Detailed risk assessments are completed on the premises and activities to ensure that children are not exposed to any dangers. Children's safety in case of fire is given high priority; they regularly practise the emergency escape plan so that they know how to evacuate the premises safely and are familiar with the routine. Children play with a good range of toys and resources, which have been very well chosen to stimulate their interest and support their individual abilities. All resources and equipment are regularly checked by staff to ensure they are in good condition and safe for children to use.

Children's overall welfare is very well promoted by clear procedures and documents that consistently ensure their safety. For example, all staff attend regular child protection training to ensure their knowledge is up-to-date. Staff have a very good understanding of child protection procedures, which are in line with those set out by the Local Safeguarding Children

Board. They are confident to act in children's best interests in the event of concerns for their welfare, which means that children's welfare is fully protected and they are kept safe from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled, and they form positive relationships with the staff who are particularly caring and sensitive to their individual needs. They benefit from staff's very good knowledge and understanding of Autism because staff ensure that there is a varied range of activities which reflect children's abilities and interests. Staff work very well together as a team to support children's play and provide plenty of opportunities for fun and relaxation. They are adept at organising spontaneous activities to respond to children's requests, which ensures children are interested and involved according to their ability. For example, children choose to spend time in the sensory room where they enjoy the calm atmosphere and are entranced by the patterns that appear on the wall. They make choices about what colour the lights should be and competently operate the switches to make the light change. This choice and spontaneity contributes to children's sense of belonging and promotes their self-esteem.

Children thoroughly enjoy their time at the club; they arrive and enter eagerly, and are warmly welcomed by the staff. They demonstrate enthusiasm for outdoor play and enjoy playing in the sand pit where they carefully make "two sandcastles". Children enjoy the swings and make choices about swinging fast or slow. They bounce up and down on large balls and clap their hands with excitement. Children choose to relax in the quiet corner and listen to stories with their key worker or they can join in with the activities playing alongside their peers if they wish. This ensures they can make their own decisions about what they want to do and their individual needs are met.

### **Helping children make a positive contribution**

The provision is good.

Staff respect and value children's individuality and work very well with parents to ensure that the specific needs of all children are met. Children benefit significantly from the staff's experience and caring support. For example, when children become upset or distressed staff ensure that each child can work through their routines or coping strategies and this helps them to become calmer and reduce their anxiety. Staff are proactive in working with parents, carers and other agencies to support the children's needs and this ensures that they are fully included in the life of the setting. Individual behaviour plans are in place so that there is consistency between home and the setting. Children learn through purposeful routines and sensitive expectations. Staff are very consistent in their approach and establish clear boundaries so that all children are beginning to understand what is expected of them.

Children benefit from the setting's high emphasis of working with parents and carers. Very good settling in procedures that are based around their individual needs helps to support children in the transition between home and the setting. For example, staff complete home visits before children begin at the club, which enables them to gather good information to be

used as starting points for care, teaching and learning. Parents speak highly of the setting and staff. They receive clear and detailed information about the setting so they know about activities and events, and have daily opportunities to discuss their child with staff. A written daily record is shared between staff and parents, and this ensures parents have additional information about their child's day. This helps children to settle quickly and ensures their individual needs continue to be met. All documentation is in place to share information with parents and carers so that they know about the setting's policies and procedures.

### **Organisation**

The organisation is good.

Children are kept safe because rigorous recruitment and vetting procedures ensure that adults are suitable and have appropriate skills and knowledge to work with children. The induction procedure and detailed operational plan, with up-to-date information for staff, makes sure that all members of the team are secure in their knowledge of their roles and responsibilities. Staff work well together as a cohesive team, and demonstrate great enthusiasm for ensuring that the environment meets the needs of the children. They attend a range of training opportunities, which means that children benefit from practices which are in line with current ideas and legislation.

Children's care is enhanced by the good quality organisation; they benefit from a very well prepared environment that promotes positive outcomes for all children. Staff develop warm and affectionate relationships with children and the effective key worker system means they benefit from the individual care and attention. Policies, records and procedures are clear and comprehensive, underpinning the good practice in promoting positive outcomes for children. Parental consents and details of any medical needs are obtained and stored with appropriate regard for confidentiality. However, some documentation has minor details missing, which affect children's safety in an emergency. Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update documentation to ensure that the child protection policy and the procedures for lost children are complete.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)