

# Ridgeway Sunbeams

Inspection report for early years provision

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**Unique reference number**

EY286915

**Inspection date**

30/01/2009

**Inspector**

Aileen L King

**Setting address**

Ridgeway Primary School, Grange Road, Burntwood,  
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**Type of setting**

Childcare on non-domestic premises

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

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.

## Description of the setting

Ridgeway Sunbeams opened in 2004. It operates from premises within Ridgeway Primary School in Burntwood, Staffordshire. The setting provides day care, a breakfast and after school club and offers morning and afternoon sessions for three- and four-year-olds. There is the 'Rainbow Tots' group for two-year-olds held twice a week, with eight children currently attending. There is a secure outdoor play area, the site is tiered, with level access to the setting.

There are 62 children aged from two to four years on roll. This includes 54 funded three and four year olds, who are in the Early Years age range. There are 40 children up to the age of 11 years who attend the before and after school care. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities.

The setting opens five days a week, 49 weeks per year. Opening times are from 08:00–17:30. A holiday club is held for 16 children per session, for five weeks over the summer and usually one week at other holidays and over half-terms.

Seven members of staff are employed to work with the children, six hold Level 3 Early Years Qualifications and one has degree status. The setting has links with the EYFS in the primary school. The setting is currently on the Early Years Register, the compulsory part of the Child Care Register and is to be included on the voluntary part of the Child Care register.

## Overall effectiveness of the early years provision

Ridgeway Sunbeams offers a good level of care for the children, who are well supported in their development. They are happy, settled and content in the setting. The staff interact with the children very well and are enthusiastic participants in their play and learning. Children's ideas and creativity are valued and the staff help them to practise their skills in problem solving and the initial stages of literacy. All children, including those identified as having learning difficulties and/or disabilities, are expected to be active participants in the range of activities provided. The partnership with parents and carers is good. There is a good capacity to improve as the development plan identifies clearly what needs to be done next to improve the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor provision to its full potential to accelerate progress
- assess progress to plan the next challenging steps in learning, especially for the older and more able children

## **The leadership and management of the early years provision**

The staff deployment is well organised to ensure the children are well supported in their learning and development. Staff attend training regularly to update their skills, knowledge and understanding. The setting has taken effective action since the last inspection to address the issues raised, for example by making information for parents about the activities provided more accessible. Self-evaluation is good, with a clear vision for the future and what needs to be done to improve the provision further, developing the outdoor area and staff expertise. Teamwork aids this process and the staff work well together with the support from the school EYFS on site. There is an effective partnership with parents and carers, who say they feel informed and that their children are happy and secure in the setting. Procedures for safeguarding and security are in place, for example careful note is taken of the children's arrival and departure times for the various sessions which are offered. The collection of children at the end of each session is logged and parents are aware of the systems to ensure their children are kept safe. Policies and procedures are in place to ensure the children's welfare is promoted, that they are looked after properly and their needs are met. The setting has a child-centred approach and resources are easily accessible for the children to select. The children's welfare and well-being are given careful consideration in the planning of all activities.

## **The quality and standards of the early years provision**

The children, from the youngest age range upwards are happy, settled and keen to select from the range of activities provided. For example, they investigate a variety of materials and media, using their senses to develop their creative ideas. Creativity is a feature of the work in the setting. During the inspection, children participated energetically in a drama session and shared what they had been learning about Chinese New Year. This topic was further explored when the children sampled noodles and rice with various aromatic sauces at snack time. They commented as these were being prepared that they could smell the aromas as these wafted from the kitchen. Children engage purposely in activities and have a sense of achievement because of the good level of interaction from staff who are very enthusiastic and participate well with the children in their play. The staff promote healthy eating and encourage the children to try dishes new to them and develop their social skills.

There are systems in place to observe children's learning to inform planning. However, staff have still to refine their skills to ensure children's learning is extended, especially for the older children to ensure progression is maintained. Children behave well because staff engage in their play, are expressive, motivate them to learn and acquire basic skills, whilst still reminding them to share and be kind to others. The children are friendly, forthcoming and engage in conversation with encouragement. Their enjoyment is obvious and is inspired by the staff. The children make a good contribution through their involvement in the eco-awareness project which the setting supports. There is a clear understanding of how to make learning enjoyable for children, for instance identifying the initial sounds of their

names in the form of a game.

Parents' comments included that communication had been 'fantastic' in supporting specific needs and they generally feel informed about children's development. The children use the outdoors to support their learning. However, the outdoor space is underdeveloped and has been identified as an area of improvement to accelerate learning and to encourage the children to consolidate their learning in a variety of ways.

## 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*

### Overall effectiveness

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 2 |
| How well does the provision promote inclusive practice?   | 2 |
| The capacity of the provision to maintain continuous improvement.   | 2 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others?                            | 2 |
| How well are children safeguarded?  | 2 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 2 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 2 |
| How well are children helped to stay safe?  | 2 |
| How well are children helped to be healthy?   | 2 |
| How well are children helped to enjoy and achieve?  | 2 |
| How well are children helped to make a positive contribution?   | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

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

Met

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

Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.