

Sunny Days Play Club

Inspection report for early years provision

Unique reference number

EY363289

Inspection date

04/03/2009

Inspector

Eira Gill

Setting address

St. Marys C of E VC First School, West Hill, Charminster,
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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).

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.

Description of the setting

Sunny Days Play Club is part of the Sunny Days group. It opened in 2007 and operates from St Mary's Church of England VC First School in Charminster, Dorset. It is managed by a Committee. The club operates from 15:00 to 18:00 on Mondays to Fridays in term time only. Currently, children who wish to attend the club in the school holidays are cared for at the Dorchester branch of the Sunny Days group. Disabled access is provided.

Children have use of the hall, the Information Technology (IT) suite and have access to a secure outdoor play area. The club employs two members of staff, with additional staff deployed from other branches of Sunny Days as required. One member of staff holds appropriate Early Years qualifications and one is working towards them.

The setting is on the Early Years, compulsory and voluntary Childcare Registers and caters for children from three to eight years old. There are currently 19 children on roll of which two are in the Early Years age range. A maximum of 26 children can attend at any one time. The children attend a variety of sessions each week.

Overall effectiveness of the early years provision

The overall effectiveness of the setting in meeting the needs of the children on the Early Years is inadequate. The quality of leadership and management has declined since the last inspection and has resulted in a lack of focus on important aspects of provision. Nevertheless, links with parents and the host school are satisfactory and inclusion, overall, is adequate. The quality and standards of the early years provision falls below expectations with a narrow range of resources available for all the children who attend the setting. Planned activities are not always linked well to children's needs and are not effective in promoting their development across all areas of learning. The capacity of the provision to maintain continuous improvement is inadequate.

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:

- plan and provide a wider range of experiences appropriate for their stage of development and based on the needs of the early years children (Organisation) 01/05/2009
- ensure that more resources are provided that will engage the children and give them better 01/05/2009

opportunities to make progress towards the Early Learning Goals (Suitable premises, environment & equipment)

To improve the early years provision the registered person should:

- make a start on evaluating the strengths of the setting and areas for improvement
- maintain records and policies required for the safe and efficient management of the setting in better order

The leadership and management of the early years provision

On the day of the inspection both members of staff were acting in a temporary capacity. The previous leader resigned unexpectedly very recently. Both temporary members of staff work hard to create a warm, caring and safe environment and try to engage with all groups of children. However, planning lacks detail and does not totally reflect the interests and needs of the early years children. Although profiles of the children have been prepared, no assessment of the progress children make in their learning has been undertaken. Nevertheless, there is evidence of older children evaluating activities they have completed. No evidence was found of any evaluation of the strengths of setting and areas for improvement. The setting has not yet identified key persons to develop effective and close relationships between staff, children and parents. The methods used by the setting to store all documentation lack efficiency and it is difficult to find specific policies and other documents quickly.

Safeguarding policies, including risk assessments, are in place and ensure that the children are protected. Staff note on the register when parents arrive to pick up their children. Furniture and resources used by the setting are safe. Staff are vetted appropriately. Links with parents and the school are satisfactory. Those parents spoken to were appreciative of what the setting offers their children. A trawl of the limited range of resources and books did not show any that highlight different cultural or linguistic diversity. This was an aspect of the setting identified for improvement by the previous inspection.

The quality and standards of the early years provision

Children who attend the setting are safe and their welfare is promoted satisfactorily. Water is available and healthy snacks provided. Occasionally, the leaders prepare hot snacks for individual children provided by their parents. Staff ensure that all children are treated equally and given the same opportunities. Children learn through energetic outside activity in one of the school playgrounds. They enjoy using their hands to walk along the ropewalk. However, there is no opportunity for free flow activities in and out of the building as the exit to the playground is too far away from the setting's indoor accommodation to be safe.

Indoors, the pace of learning is slow and planned use of time is sometimes

insensitive to the needs of children, particularly the young children. They have to wait for quite lengthy periods, for example, while furniture is unpacked to engage in activities. Sometimes, the children become restless and the older ones begin to chase each other around the hall but staff soon calm them down. Occasionally, the older children help staff and the younger ones learn by their example. Their contribution to the setting is satisfactory. There are extended periods when all the children are expected to visit the toilet and the library area rather than having a choice. This was identified in the last inspection as an area for improvement. Nevertheless, all the children enjoy choosing books or sharing them with a friend, and staff join in as well.

All children were expected to take part in decorating biscuits. Most, although not all, enjoyed the task. The very young children were quiet and dependant on staff or older children to help them. There were missed opportunities to ask the youngest children questions about, for example, how many chocolate buttons were on the biscuit. Their needs are not given enough consideration and there are few opportunities for them to make progress in the six areas of learning. This is not contributing well to their future economic well-being.

Children amuse themselves while staff clear away and wash up. They play with their friends and respect each other. They make choices about what to play with from the limited range of resources and equipment. One of the older boys made a long tower of Lego bricks and experimented by seeing if it would balance. The younger ones tried to play a game but did not know what the rules were. A very few were playing with their own toys.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	4

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

Annex B: the Childcare Register

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