

Sunshine Thames View Out Of School Club

Inspection report for early years provision

Unique reference number	EY373803
Inspection date	07/09/2009
Inspector	Linda Patricia Coccia
Setting address	Thames View Junior School, Bloors Lane, Rainham, GILLINGHAM, Kent, ME8 7DX
Telephone number	01634 386195
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Type of setting	Childcare on non-domestic premises

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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 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.

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Description of the setting

Sunshine Thames View Out Of School Club opened in 2008 and operates from one room and a dining hall in Thames View Junior School. It is situated in the town of Rainham, Kent. A maximum of 50 children may attend the breakfast club, out of school club and holiday club at any one time. The breakfast and out of school clubs open each weekday from 07.45 to 09.00, and 15.15 to 18.00 respectively, term time only. The holiday club operates from 07.45 to 18.00 during school holidays only. All children share secure access to the school playground and field.

The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 110 children aged from three years to 14 years on roll, of these, four fall within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The club currently supports a few children with special educational needs and/or disabilities. The club employs six staff who work with the children in the breakfast and out of school club, four of whom, including the supervisor, hold appropriate early years qualifications to NVQ at level 2 or above. These staff are supplemented during the holiday club by a further eight staff. The additional holiday club staff are a mix of male and female students who receive in-house training given by the provider.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is effective in meeting children's needs because staff concentrate on the individual child and are proficient in providing for their likes and dislikes. Children feel at home in the provision which results in them achieving well. Since amalgamating the two out of school clubs into the current one, the registered person, the manager and staff have made changes to running procedures to enhance the experience for the children. The registered person acknowledges that there are still more improvements to be made but feels that these are minor and will be best changed when other procedures have been tried and tested.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment record to include children's next steps

The effectiveness of leadership and management of the early years provision

Staff are providing good quality care for the children. The registered person manages the provision very well and has clear aims and objectives which are shared with both staff and parents. She strives to ensure staff are constantly

looking for ways to improve the provision by reviewing what they have done and by helping them to decide how it could be bettered. This is achieved through team meetings and the constant support given by the registered person and her manager to staff. Written evidence provided by the children show that they are included in providing suggestions for improvement. The provision's self-evaluation schedule is regularly looked at and updated. It clearly shows the provision's strengths and weaknesses and the provider's actions for improvement.

The registered person and all staff have a good understanding of child protection issues and how to safeguard children. All staff have attended some form of training in this regard, be it in-house training or local authority workshops. The registered person has a rigorous and robust recruitment and vetting procedure where she leaves no stone unturned to ensure staff are suitable to work with children. Procedures include the summer staff/students. Personal safety is promoted with the children, who all understand about using equipment and toys safely. They are usually the first to report any infractions which occur. The accident book has few entries but those that are included are concise and factual and reports are signed by parents.

The provider operates a fully inclusive provision. All children are welcomed. The provider ensures that all children acknowledge each other's differences through their play together. For example, the children recognise their different age related abilities when participating in some activities. The provider is aware that different groups of children need particular input from staff. For example, boys; she is aware that they need to be allowed to show their feelings as they let off steam. She listens to their requests and negotiates with them about resources. She has some excellent resources for both indoors and outside, most noticeably the large outdoor blow up pool and slide attachments. Photographs show the children having great fun on it during the summer. The room is arranged to make the best use of resources, with comfortable seating areas as well as table top space and a role play area.

The registered person is developing partnerships with a number of agencies. First and foremost, she has good relationships with the two local schools which the provision caters for. There is a good two-way flow of information with reception class teachers and both head teachers are accommodating to her provision. Secondly, the provider works closely with the local authority particularly in supporting children with special educational needs and/or disabilities. The provider has excellent arrangements for working with parents. They are welcomed warmly by staff, are provided with an excellent range of written documentation about the running of the group and are offered support and advice for dealing with their children's behaviour and other personal issues. Dads, in particular, like to stay and play a game with their children or kick the football around before the children leave.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time at the provision. They feel it is their own club and are guided by staff to manage a lot of the running of it for themselves. For example, they regularly put in requests for new toys and equipment. Before the provider buys anything, the children are encouraged to thoroughly risk assess the item to see how much benefit it will have for everyone. All children are included in discussions. The children are becoming very adept at this and now submit their risk assessment with their request. This has a very positive impact on the whole group. Children are becoming confident and assertive which will help in the development of their future skills.

Children have lots of choices during their time at the provision. They have choices about the food they eat as they select from a hot or cold menu each day, what they play with and have an input into the activities which are planned by staff. Children's individual dietary needs are catered for. Children have an excellent understanding about healthy lifestyles. They participate in lots of physical activities, know what constitutes healthy food and are very aware of personal hygiene and how infection can spread. They have looked at germs under a microscope and understand how easily germs can spread to each other unless they regularly wash their hands.

Staff pay particular attention to the children in the EYFS and the activities they participate in. Staff assess each activity to ensure the areas of learning are being included. This ensures that children are suitably challenged. The observation and assessment records show that staff know the children very well and are covering all the areas of learning. The provider has plans to include photographic evidence in the records so that parents can see more. The records show some assessment but there are few next steps recorded. The provider acknowledges that the observation and assessment record needs to be developed further.

The provider offers excellent support to children. They know the provision is a safe place where they can be themselves. They know that any negative behaviour from school or home can be left at the door when they arrive. They can talk about their feelings with staff. Staff sometimes act on the information when they feel it will benefit the child, such as relaying information back to parents. Children are always made aware of any action taken by staff. Children have become responsible for their own behaviour and that of others. Occasional reminders are provided by staff when necessary. Procedures used by staff have encouraged children to think about what constitutes good and bad behaviour. Children have identified the provision's behaviour management rules and any sanctions which may be used by staff. Because all children have responsibility, they are generally very well behaved, share equipment well and are very tolerant towards each other. The homely atmosphere of the room adds to children's feeling of well-being. This is very evident from the low noise levels as children are fully engaged and enjoy their play.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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