

Steypning Leisure Centre

Inspection report for early years provision

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28/10/2009

Inspector

Teresa Colburn

Setting address

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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

Steyning Leisure Centre runs a crèche and school holiday club (Dream Days); they are a number of facilities operated by D C Leisure Limited. The leisure centre first opened the crèche and holiday club in 2006. The Leisure Centre is situated within the campus of Steyning Grammar school on the outskirts of Steyning, West Sussex.

The crèche is registered on the voluntary part of the Childcare Register and operates from a designated room; there are no outdoor play facilities. It is open Monday, Tuesday, Thursday and Friday from 9:30am to 11:30am throughout the year.

The holiday club (Dream Days) is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday during school holidays from 8:30am to 6:30pm. Children have access to three rooms within the leisure centre and six enclosed multi-sports courts for outside activities. A maximum of 60 children may attend at any one time. There are currently 124 children aged from five to 12 years on roll. The setting is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are six members of staff, three of whom hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy within the holiday club (Dream Days) and make satisfactory progress in their learning and development. There are adequate systems in place to gather sufficient information about children's needs. This is combined with satisfactory procedures to keep parents informed about the care their children receive. Effective policies and procedures are maintained to ensure children are safeguarded. Regular self-evaluation by the management makes sure that priorities for development are identified. The manager has a clear vision to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and provide a suitable range of activities for children, which are appropriate for their stage of development and based on their individual needs (Organisation)

21/12/2009

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

- organise resources to ensure children can freely make independent choices
- further continue to review policies and procedures.

The effectiveness of leadership and management of the early years provision

Staff have a good knowledge and understanding of child protection issues and procedures. They are aware of their responsibility to report and follow up on any concerns they have about the children in their care. This helps promote children's welfare. Recruitment and induction procedures ensure staff are suitable and have sufficient knowledge of how the provision operates. Staff deployment is satisfactory to ensure sufficient support. Comprehensive and informative company risk assessments ensure all areas are safe for children. Children are taught to be safety conscious. For example, they fully understand the importance of how to keep themselves safe. Good arrangements for departure ensure children only leave with known adults.

Self-evaluation takes account of the views of parents and carers and others. Management discuss and evaluate comments to ensure future actions are meaningful. Some issues raised at the last inspection have been addressed. The club manager is aware of some weaknesses and is keen to improve the service provided.

Outcomes relating to children's progress in relation to their starting points are satisfactory for most children. Resources relating to sporting activities are adequate to support children's learning and development. However, additional resources are generally stored in a large grate. At times some children are uninterested in the planned activities. Therefore, further resources and equipment should be made more freely accessible to ensure all children are continually occupied and stimulated.

The club has established suitable relationships with parents, informal information is shared with parents at the end of sessions. Staff have sufficient knowledge and understanding of each child's background and needs. They demonstrate a clear knowledge of supporting children with special educational needs and/or disabilities.

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

Children are happy and well settled in the holiday club. Daily activities are planned and adapted to meet some children's individual interests and needs. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Children contribute their own suggestions for activities through discussions.

Children know and comply with safety, health and care routines. They keep

themselves safe because they use play equipment sensibly. Children feel comfortable in their surroundings and are free to express how they feel without fear of reproach. They behave well and staff have appropriate strategies for managing any negative behaviour. Children are beginning to gain an understanding of diversity through activities and experiences they participate in. Children reflect the inclusive attitude of the staff and are friendly and welcoming to each other and to visitors.

Their language skills are promoted through effective adult interaction and support. The children build good relationships with each other and with adults. For example, children enjoy throwing a large parachute into the air and making a 'mushroom' to sit in. They giggle excitedly whilst sitting inside the 'mushroom', playing 'Chinese whispers' and 'winking murder'. Children cooperate and resolve situations with each other. For example, they vote which videos they would like to watch during 'movie day'.

Children are encouraged to develop healthy lifestyles. They have vast opportunities to enjoy fresh air and exercise. They learn to use their bodies in different ways, such as jumping, running, kicking and throwing. They enjoy bouncy castles, playing football, swimming and many other sport related activities.

Children enjoy socialising with each other and staff during lunch, and are encouraged by staff to eat healthy options first. Children are cared for in clean, well-maintained premises and are encouraged to follow suitable personal hygiene practices to prevent the risk of infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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