

Sunny Days Play Club

Inspection report for early years provision

Unique reference number	EY363289
Inspection date	06/11/2009
Inspector	Marie Thompson

Setting address	St. Marys C of E VC First School, West Hill, Charminster, DORCHESTER, Dorset, DT2 9RD
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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

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 3 pm to 5 pm 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, library, the nurture room and the Information Technology (IT) suite and have access to a secure outdoor play area. The club employs two main 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 24 children on roll of which one is 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and settled in the friendly and welcoming environment set up for them by staff. The resources and the environment are generally organised well for children to engage in play and activities. Consequently, children enjoy their time at the setting and engage in a satisfactory range of activities on offer. Staff offer an inclusive setting and children receive positive support from staff who meet their individual needs and help them to feel valued. Self-evaluation is satisfactory and staff at the setting have started to use the process of self assessment of their provision to improve experiences for the children attending.

What steps need to be taken to improve provision further?

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

- continue to establish systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- provide a comfortable accessible place and equipment where children can rest when they want to
- continue to develop observation, assessment and planning skills to promote children's ongoing development
- further develop resources that will engage the children and give them better

opportunities to make progress towards the Early Learning Goals.

The effectiveness of leadership and management of the early years provision

Since the last inspection the play club has clearly made some improvements. The new manager has made a valiant effort to raise the standard of the play club in a short space of time and to address actions raised at the last inspection. The staff team work very well together, complimenting one another with their differing skills and attributes. Staff are committed to developing professionally as they continue to increase their knowledge and skills through further training. The manager is very clear about where she wants the play club to go and continuing to establish systems of self evaluation to identify the setting's strengths and priorities for development will improve the quality of provision for all children. Staff have started to use self-evaluation and these are adequately targeted to bring about further improvements to the outcomes for children.

Staff at the setting have undertaken safeguarding training. As a result, they have an effective understanding of their responsibilities to safeguard children. Updates to safeguarding children are regularly cascaded to all staff through in-house training programmes. This ensures staff are up to date with procedures. In the event of concerns arising there is a clear policy and procedure to follow. All staff are vetted and working practices ensure that staff do not usually work alone with children. Parents have access to the policy and procedure ensuring they understand the setting's responsibilities to children. Good care is taken to ensure the premises are secure and any risks are appropriately managed. Staff ensure that children are safely escorted to the play club either from the classroom on the school site or from the mini bus which brings the children to the play club from other settings. Staff encourage children to think about their safety as they play and, consequently, children demonstrate an increasing awareness of safe behaviours. For example, they remind the children to sit on the benches properly and to pick up the scissors straight away if they fall on the floor. The environment is fully accessible to all children and parents and children benefit from a warm and welcoming environment.

Good use is made of space and resources available. The large hall enables children to experience a satisfactory variety of activities and move around freely, making choices. Staff have made a concerted effort to provide more resources that will engage the children and give them better opportunities to make progress towards the Early Learning Goals, however, this is an area which needs to be developed further to fully improve the outcomes for children. Children have free access to the outdoor courtyard which provides them with the opportunity for fresh air on a regular basis. A satisfactory range of age-appropriate toys are available and stored to enable easy access for staff and the children.

The setting promotes inclusive practice. Staff value all children and their families and work effectively with them. Staff work closely with parents to gain a good understanding of each child's circumstances, abilities and needs, enabling them to recognise and value each child's individuality. Parents receive a newsletter and

'events' sheet which inform them of what the children are going to be doing in the coming weeks. Parents spoken to at the inspection were very complimentary of the staff and the play club in general. The parents obviously feel welcome and value the staff's congenial and consolatory approach to caring for their children. Staff at the play club have worked very hard to build strong, positive relationships with the staff at St. Mary's C of E VC First School, where the play club is situated and are committed to maintaining them in order to continue prompting and meeting the outcomes for children.

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

Children feel safe because of the good procedures carried out within the play club. The staff deploy themselves effectively and engage and support children in their play. Children have their personal needs supported by their key person, which helps them to feel settled and secure as they build good relationships.

Children show a good understanding of healthy living as they explain why they need to wash their hands thoroughly before eating. They enjoy varied and nutritious snacks helping to contribute to a balanced diet. This consists of a variety of hot and cold foods and the children are competent at serving, for example, sausage and beans, making their own sandwiches or pouring their own drinks. Staff and children sit together at tea time which is a very relaxed, social occasion with a buzz of lively conversation. In the summer, the children have a picnic tea on the school field. Children benefit from the opportunities on the school site such as the play area which has a wooden activity apparatus with monkey bars or the school field to play football. During the winter months, staff make every effort to support the children's physical development by clearing the hall so that the children can play table tennis or team games safely.

Satisfactory planning systems are in place that identify themes and activities that are linked to the six areas of learning and steps within. Each child has their own record of assessment which illustrates their attendance and shows the progress they are making in line with the Early Years Foundation Stage (EYFS) areas of learning and different stages. However, observation, assessment and planning skills need to be continually developed in order to promote children's ongoing development. Staff are sensitive in establishing consistent and positive expectations for children's behaviour. They actively encourage them to take growing responsibility for their surroundings and activities, for example, children are encouraged to help tidy up at the end of the activities and after tea time.

Children enjoy their time at the setting. Children benefit from a satisfactory variety of different resources, such as a tent, some dressing up clothes, art and craft activities and a selection of board games. Books are freely available to children, however, the children only have a crash mat to relax and rest on or to sit and look at a book on which makes the book corner rather sparse and lacking in comfort. Children have use of the school library, the nurture room and the Information Technology (IT) suite. Children enjoy exploring sounds using cultural musical instruments such as Pan Pipes, Tiako drum, castanets and the Guiro. Staff actively

engage the children in conversation and listen to what they have to say, for example, when the children made their own 'creations' from junk materials the staff asked open ended questions, listened to the children's developing ideas and encouraged them to 'problem solve' when the 'creations' may not have gone as planned. There is a lovely display of the children's work on the board in the hall. It has examples of the children's mini beasts pictures made from a selection of materials such as glitter, paint and foam shapes. This is a culmination of the mini beasts hunt on the school field and gives children a sense of pride and pleasure in their achievements. During the summer, children attending the holiday play club have the opportunity to go to the cinema, bowling or to the beach. This helps to develop their appreciation and understanding of the world around them. There are some very nice ideas and activities at the play club and with greater extension of the existing practice, the outcomes for children will be further improved.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
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