

Sunshine Park Wood Out of School Club

Inspection report for early years provision

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Inspection date	25/01/2010
Inspector	Gillian Walley
Setting address	Parkwood Infant School, Deanwood Drive, GILLINGHAM, Kent, ME8 9LP
Telephone number	01634 386 195
Email	
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 Park Wood Out of School Club was registered in 2007. It is privately managed by Sunshine Child-Care Services Ltd, Rainham, Gillingham, Kent and operates from a classroom in Park Wood Infant School. Registration is for 45 children aged from three to under eight years. Children up to the age of 11 years may also attend, although the total of children attending will not exceed fifty at any one time. There are currently 18 children on roll. The Out of School Club provides a breakfast club which is open from 7.45am to 9.00am and an after school club which is open from 3.20pm to 6.30pm weekdays, term times only. It also provides a holiday club which is open from 7.45am to 6.00pm weekdays, during school holidays. The breakfast club, the after school club and the holiday club have use of the school dining hall. They can support children with learning difficulties and disabilities, and children who are learning English as an additional language. All children share access to the school playground and playing field. A total of six staff work with the children, and three of these have childcare qualifications. The club is on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sunshine Park Wood Out of School Club is a good setting where all children make good progress because the club is inclusive and meet the individual needs of the children who attend. The club has a good capacity to improve because the manager and her staff are an experienced and well qualified team. They evaluate how the club is run and what is provided for the children and they make improvements. The club is one of a group in the area, and they work in conjunction, for example for staff training. The club also receives support from the local authority.

What steps need to be taken to improve provision further?

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

- improve the support for children in understanding the importance of healthy eating
- to raise children's self-esteem by displaying their achievements on the classroom walls

The effectiveness of leadership and management of the early years provision

The club is well-led and managed and runs smoothly on a day to day basis because the staff are a strong and well qualified team who update their skills frequently through regular training. There is a very calm atmosphere and all

children make good progress because the staff know and support them well. Children feel safe because the staff care for them and because there are good safeguarding procedures in place. New staff are vetted appropriately. The premises are secure and daily checks are made by the staff to ensure that accidents are avoided. Children are encouraged to assess risks so that they learn to keep themselves safe and learn how to negotiate. Visitors are asked to sign in and parents are greeted at the door. If a child has an accident, two members of staff complete the records and share them with parents. All staff know which children have an allergy, and if a parent cannot collect a child in an emergency, the staff use a password system and follow procedures which ensure that the child is well looked after. The children practise leaving the building in an emergency through regular fire drills. There have been several improvements since the last inspection, for example policies have been reviewed and updated, and parents are now better informed about procedures. Parents are better informed about the responsibilities of the staff in keeping their children safe so that they understand the reasons behind some of the routines which are in place. The staff review the progress children make and the way the club runs, and when improvements are identified there is an action plan to introduce changes.

Children with special educational needs and/or disabilities, and those who are learning English as a second language, make good progress because the staff support them well and understand their needs. They consult parents and class teachers about how best to support each child so that their provision is consistent and they are helped to reach their targets. The manager directs parents to sources of outside help and the club works well with other agencies to ensure that children who find learning more difficult receive the best help available.

The club works well with parents and has good relationships with them. There are regular newsletters so that parents know what is going and this enables them to extend their children's learning at home. Parents are welcomed in at the start and end of each session and they stay as long as they wish, and this helps the children to feel safe. It helps parents to build strong relationships with the staff, whom they find very caring and approachable, so that they can share useful information. The manager surveys parents from time to time so that she knows their views, for example about the tea time menus, because they value parents' views. Parents tell the staff the activities their children enjoy most so that this can be included in the planning of activities.

The club works well with the neighbouring primary schools, for example by using the same policies on behaviour and bullying so that there are consistent expectations of the children throughout the day.

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

The club provides children with a good range of resources and activities to support them in their learning and in developing a wide range of skills. The staff focus especially on helping children to develop good social and physical skills, and the children benefit from being able to mix with the older children who attend the junior school. Staff escort children to the club's premises and welcome them when

they arrive. They engage with children in a warm and encouraging way so that they feel safe and relaxed, and become more confident in what they can achieve. Staff build strong relationships with children and are very good role models for them. They question them to help them solve problems and work things out for themselves, and they have high expectations of them so that they behave very well. Children have drawn up their own rules for the club so that they have responsibility for their conduct, and these are displayed for them to refer to. They share toys with one another and take turns. They persevere with puzzles and constructing models and show good concentration. Staff praise the children for what they achieve although there are no displays of their paintings and drawings to help them to raise their self-esteem.

Children choose what they want to do from a wide range of resources which they can reach easily. They develop their creative skills through practical activities and they develop their imagination through dressing up and role play. They can do their homework, look at books or play games on the computer. The adults give them help if they need it and encourage them to develop new skills. Outdoors, children have access to the playground and school field for sports and team games. Children understand the importance of healthy eating because of the nutritious and varied choices they are given at tea time. Parents see the menus displayed and like the fact that children can choose to have a hot meal. Tea time is a sociable occasion and children learn good table manners, as well as taking responsibility for help to set tables and clear away. However, the club also offers a tuck shop where children can buy sweets each day and this does not support the children in their understanding of what constitutes a good diet.

Children learn about the ways people celebrate special times, for example by celebrating festivals throughout the year. Parents visit to introduce the children to new skills, for example, drawing Mendhi patterns at Eid and cooking sweets with them at Divali. There are a good range of multicultural books, dolls and dressing up clothes.

When children start coming to the club they have a buddy to help them to settle and to make friends. Staff ask parents about their children's interests and preferences and any other useful information, and they liaise with class teachers in the primary school. Children are observed by all staff, and good records are kept which enable each key worker so that they can monitor each child's progress in each area of learning. They notice if a child has made less progress in a particular area and provide activities which will help the child to develop in this area. Parents can see their children's records at any time, which are very detailed and include samples of the activities they have enjoyed.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
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	2
The extent to which children adopt healthy lifestyles	3
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