

Sunlights and Twilights

Inspection report for early years provision

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Inspector

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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

Sunlights and Twilights Out Of School Club is run by a private provider and was registered in 2009. It operates from rooms within Whitegate C of E Primary School. Children have access to an enclosed outdoor play area. The school is situated in a residential area in Northwich, Cheshire. It is open each weekday from 7.45am to 9am and 3.15pm to 5.15pm, term time only.

A maximum of 30 children may attend the club at any one time. The club is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 60 children on roll, of whom six are in the early years age group. There are four members of staff, three of whom are appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are secure and happy and thoroughly enjoy themselves at this setting. They are confident and share good relationships with the staff and their peers. They enjoy spending time together at the end of the school day. They make satisfactory progress in their learning and development. The caring staff team are currently working to develop a more systematic approach to planning and assessment, in order to tailor provision more closely to the individual learning needs of children in the Early Years Foundation Stage. The setting works effectively in partnership with parents and the school to contribute to the children's well-being. There are limited self-evaluation and review procedures to ensure that strengths and areas for improvement can be identified.

What steps need to be taken to improve provision further?

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

- develop more effective self-evaluation processes to identify and act upon strengths and areas for improvement
- maximise the opportunities for the involvement of parents and children in the setting
- make sure planning is closely linked to observations and assessment and that they link to children's next steps.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good. The staff have developed appropriate policies and procedures for the efficient and safe management of the setting. Staff are deployed effectively. They get to know children well and make the setting responsive to their individual needs. They record some of the progress

that children make. However, the children's progress is not assessed fully, in line with the criteria in the Early Years Foundation Stage Framework provision, and does not identify the next steps in children's learning. Therefore, it is unclear how children's progress is communicated to the school. The staff work effectively with the children to ensure they receive enjoyable and challenging learning experiences at the setting. Older children include younger ones in their activities and contribute to making this a good experience for the younger children.

The procedures to review and evaluate the work are not strong enough to identify the strengths and areas for improvement in the setting. Therefore, while outcomes for children are good, the opportunity for the setting to drive and deliver continual improvement is impaired. Care is provided in well-maintained and spacious accommodation and the children particularly enjoy the outdoor playground and fields. There is a range of appropriate resources and activities for children, which they find interesting and stimulating.

The setting is inclusive and children are valued and cared for as individuals. Staff create a warm and supportive ethos, for example, by encouraging younger and older children to collaborate in activities. Children respond very well to this, with older children showing care for the younger ones. Resources chosen to reflect cultural diversity and broaden children's awareness of the wider world, are limited. The setting works effectively in partnership with parents, with whom they have good relations. Parents comment favourably on the care provided and the flexibility of the setting in meeting their requests.

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

Children take part in their activities eagerly and clearly know what they want to do. They enjoy their activities and carry them out calmly and with good humour. They confidently say playing outdoors is a favourite activity and this is evident in the way they use the outdoor environment to run and chase, play football, laugh and giggle as they wrap each other up in the parachute, pretend to make camp fires using wood they have collected or go bug hunting in small groups. They enjoy working in small groups to identify features of the bugs they have captured. They balance and climb on the outdoor play equipment, supporting each other and showing genuine concern if someone is hurt or upset. They enjoy chatting to each other in small groups, painting, sticking and gluing. Most areas of the Early Years Foundation Stage provision are planned over time, but these are not sufficiently well documented or linked to the next steps children can take in their learning and development. In addition, although the setting has sent out some questionnaires to parents, they do not yet incorporate the views of parents and children well enough in the setting.

Children have plenty of opportunities to practise their speaking and listening skills through their close interaction with staff and other children. However, they are not encouraged enough to become independent and help themselves. For example, at snack time, children are served food and drinks and staff tidy away when the children have finished. Children's behaviour is excellent and they are developing

good social habits. They form good relationships with staff and respond readily to them. They get on well with each other. Older children include the younger ones in their activities and are often given responsibilities, such as escorting younger children safely into the school building. This enriches the provision for all children. The setting is a happy and welcoming place and provides a secure and enjoyable environment for all children.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and are in good condition. They form good relationships with each other and with the staff. When other adults are present in the room, children are confident to ask who they are and introduce themselves. There is a strong sense of belonging in the setting. Children wash their hands and help themselves to snacks at snack time. They drink water and diluted juice with their snacks. Snacks are generally healthy and include fruit, toast and a range of spreads. Children have opportunities to play outside in the fresh air during each session, should they choose to do so. This helps them to experience a healthy lifestyle

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	3
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	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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