

Sunflowers Out of School Club

Inspection report for early years provision

Unique reference number

EY271356

Inspection date

01/04/2011

Inspector

Parm Sansoyer

Setting address

St. Josephs Catholic Primary School, Chedworth Drive,
WORCESTER, WR4 9PG

Telephone number

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sunflowers Out of School Club is a privately owned club that was registered in 2004. It operates from the school hall of St Joseph's RC Primary School. The children also have access to the school playground for outdoor play.

A maximum of 40 children may attend aged between four and eight years, at any one time. There are currently 45 children on roll, of whom ten are in the early years age group and 11 aged from five to eight years. The out of school club is open each weekday from 8am to 9am and from 3pm to 6pm during the school term. The club is registered by Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children who speak English as an additional language.

There are four members of staff employed to work with the children. Of these, one holds the Early Years Professional Status and is working towards a Master's degree in early years, one holds a qualification at level three in early years, one holds a qualification at level two in early years and one is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a familiar environment and are cared for by staff who are attentive, warm and friendly. Children enjoy their time at the club and access a satisfactory range of resources to support their learning and enjoyment.

Safeguarding regulations are met in relation to child protection issues, but arrangements to fully secure the children's welfare and safety in some areas are not robust enough and some legal requirements are not met. Partnerships with parents and carers, the host and local schools are satisfactory. Self-evaluation systems are developing. The staff have identified some of the strengths and areas for improvement of the club and are able to improve in the future.

What steps need to be taken to improve provision further?

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

- make a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident and ensure reasonable steps are taken to ensure that hazards to children are kept to a minimum (Suitable premises, environment and equipment) (Also applies to the Compulsory part of the Childcare Register) 08/04/2011
- obtain information from parents and carers about who has legal contact and who holds parental responsibility for each child. 08/04/2011

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

- extend further the systems for continued self-evaluation to help support quality and extend practice and improve outcomes for children.

The effectiveness of leadership and management of the early years provision

There are clear written policies and procedures in place in relation to child protection issues, which are fully understood by all the staff. All staff have a sound understanding of how to protect children from abuse and neglect and understand their roles and responsibilities in relation to safeguarding children. There are appropriate systems in place to ensure adults having contact with children are suitable to do so. Staff supervise the children well and carry out daily checks of the premises. However consistent reasonable steps are not always taken to ensure hazards to children are kept to a minimum. For example, electric sockets, which are accessible to children, are not fitted with socket covers. In addition, an annual written record of risk assessment is not maintained identifying all aspects of the environment that need to be checked and when and by whom it was conducted. This is a specific legal requirement which has not been met and compromises the children's safety. Most of the required written consents to help promote the children's welfare are requested from parents at induction, with the exception of who has legal contact and holds parental responsibility. This is a specific legal requirement which has not been met. All other required documentation, records and policies are in place and understood by staff.

Partnerships with parents and carers, and other settings and agencies, are developing. Parents receive sufficient information about the early years provision and its policies. They are kept appropriately up-to-date through regular discussions and written notices about their children's time at the club. Links with the schools are being established and messages between both settings and parents are passed on daily.

Staff know the children well and plan carefully for their individual needs, likes and interests and therefore all children receive enjoyable and challenging learning experiences. All children in the early years age group are assigned a key person who has a special responsibility for observing and working with these children. Consequently, they are confident and fully included and adjustments made to the routine, activities and experiences on offer. All children benefit from a good balance of adult-led, freely chosen and child-initiated activities. There are effective systems in place to support children who speak English as an additional language and linguistic diversity is valued.

The person in charge has a hands-on approach at the club and along with the staff team is enthusiastic about the children's care and learning. Self-evaluation is largely undertaken by those in charge and identifies most of the strengths and weaknesses of the early years provision. It is based on appropriate levels of

monitoring and analysis but rigour is sometimes uneven. The person in charge has a strong knowledge of the learning and development requirements in relation to the Statutory Framework for the Early Years foundation Stage. However, she has not fully implemented all the required specific legal requirements in relation to promoting the children's safety and welfare.

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

The promotion of children's personal, social and emotional development and the extent to which children make a positive contribution are a clear focus and strength of the club. Children have very positive relationships with the staff and this clearly contributes to the children's social and emotional health and well-being. Children are very involved in and consulted about the club. For example, children decide each week, from a healthy list, what they want to eat. This information is then written up by the children and displayed. Children show good levels of involvement in their play as they are continuously involved in the planning of both indoor and outdoor experiences. Staff respond extremely well to the children's spontaneous requests, which means children's play and learning is extended very well.

The relaxed approach of the club and opportunities for children to decide how to invest their curiosity, through mostly playing spontaneously, complements the school day well and means children enjoy their time. Children benefit greatly from being outdoors and thoroughly enjoy the opportunity to use the outdoor play area and challenging range of fixed play equipment. Many children thoroughly enjoy ball and team games because adults spend much of their time interacting with them. Children spontaneously interact with adults, who engage them well in conversation during their play about what they are doing and how they are feeling. Many children freely choose to colour, draw and write. Younger children especially enjoy the cushioned area, where they spend extended periods of time looking at books and listening to stories with adults, who engage them well.

Children are beginning to problem solve, count, sort and match as they build with construction toys and use puzzles and games. The children's knowledge and understanding of the world is supported well. Children have many good first hand experiences to learn about the natural world. Topics and themed activities about the seasons, mini beasts, space and recycling capture the children's interest and imagination. Children are introduced to a range of cultures through celebrating various festivals from around the world. Children have good opportunities to be creative, initiate their own play and learning as they make up dance sequences and organise talent shows. Children develop their creativity through a varied range of arts and crafts activities and use role play resources and small world toys, to play imaginatively.

The extent to which children adopt a healthy lifestyle is good. Children who attend the breakfast club benefit from a selection of cereals, toast and drinks. Children attending after school enjoy a substantial hot tea, which includes many healthy options, such as fresh fruits, vegetables and yoghurts. Well established hygiene

practices prevent the spread of infection. Children have a satisfactory understanding of how to keep themselves safe through gentle reminders from the staff and understand that certain rules are in place for their safety. Children learn to behave well, join in and make friends, which contribute significantly to helping children develop skills for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 08/04/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 08/04/2011