

# Sweetpeas at Parsonage

Inspection report for early years provision

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<b>Unique reference number</b>	EY225238
<b>Inspection date</b>	22/11/2011
<b>Inspector</b>	Hazel Farrant

<b>Setting address</b>	Cherry Tree Close, Farnborough, Hampshire, GU14 9TT
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<b>Type of setting</b>	Childcare - Non-Domestic
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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**

Sweet Peas Breakfast & After School Club opened in 2001. It operates from Parsonage Farm Infant School in Farnborough and has extensive use of the school premises. The club primarily serves children from the infant school, but also offers places to local junior schools. The club opens five days a week during term-time. Sessions run from 7.50am until 8.30am and 3.15pm until 5.30pm. The holiday play scheme runs from 8am until 5.30pm. The provision is registered on the Early Years Register for a maximum of 26 children. The club is also registered on the compulsory and voluntary parts of the Childcare Registers. There are currently 53 children aged from three to 11 years on roll. Of these 16 are in the early years age range. The provision has procedures in place to support children with special educational needs and/or disabilities and children who have English as an additional language. The breakfast and after school club is operated by three members of staff who hold suitable qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual needs are fully met, which creates an inclusive environment and promotes children's welfare. Play areas are well equipped which helps children make good progress in their learning and development. Overall, children play in a safe environment and have some opportunities to be independent.

Recommendations from the last inspection have been fully addressed and reflective practice is effective. As a result, the capacity for continuous improvement is good.

## **What steps need to be taken to improve provision further?**

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

- support children's growing independence as they do things for themselves, such as encouraging children to pour their own drinks at snack time
- update the risk assessment with specific regard to the low electric sockets.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding is given good priority. For example, all staff are suitably vetted and a record of all visitors is maintained. Staff have a good awareness of the signs and symptoms of possible abuse or neglect, they regularly attend training to keep their knowledge of child protection up-to-date. Staff ratios are maintained and risk assessments are carried out regularly to minimise accidents. However, not all low

electric sockets within the play area have been made safe or inaccessible to children. There are good opportunities for children to learn how to stay safe. For example, regular fire drills teach them how to cope with emergencies should they arise. Documentation is well organised and carefully monitored. All essential records and written policies are in place and include a clear equal opportunities statement which reflects the group's inclusive practice. Equality and diversity is nurtured throughout the setting, thus positively promoting children's self-esteem and individuality well.

Good partnership working has a beneficial impact on the children. For example, the out of school club staff collaborate regularly with colleagues who work at the host school where the children attend. This helps staff to plan the next steps in children's development and complements the care and education children receive in both settings. This creates a strong sense of community and enables children to feel safe and secure. The club also offers a facility of collecting older children from the local junior schools which provides flexible care for parents. Partnership working with parents is effective. Parents have highly positive views about the provision. They describe the out of school club as a 'brilliant place for children' and say that staff are 'friendly, supportive and approachable'.

Self-evaluation is effective. The management team and staff regularly reflect on areas to improve and have highlighted the need for more sit and ride toys in the outside area. Staff undertake regular, relevant training and recent courses include food hygiene and first aid, thus effectively promoting further improvements to the provision. Overall, good use is made of space both indoors and outside. Children have easy access to a wide range of quality resources and activities that engage their interests and provide new challenges. As a result children have fun and enjoy themselves.

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

Staff have made a positive start to observation and assessment of the children. They plan exciting activities that cover all six areas of learning and help children to make good progress to the early learning goals. For example, children delight in making their own models made from dough to enter into a model making competition. They take part in team games where they learn skills of turn taking. Today, children were introduced to a new game called 'wickets'. They listened intently to the rules of the game and cheered as their team bowled the opposition's wickets out of play. This provides children with good opportunities of learning and practicing new skills.

The children have good relationships with their peers and with adults. For example, children pool their ideas to work out how to build a construction using a variety of circle shapes and balls. They learn through experiment the best way to make the structure stay together and giggle when it wobbles and falls over. This promotes their personal, social and emotional development and teaches the children to co-operate and solve problems. There is ample scope for children to

develop communication, language and literacy skills. For example, they talk about the events of the day with their peers and with staff. In addition, they enjoy reading and looking at good quality books. The children are enthusiastic about craft work. They enjoy activities such as model making, colouring and bead pictures. Such opportunities allow them to experiment with design, form and colour. Children learn about diversity and the wider world when they celebrate festivals like Diwali and Chinese New Year. Collectively, these positive early experiences help children develop the skills they need to achieve future success.

Realistic boundaries and sensitive guidance from staff help children to behave very well. The children are reminded to use good manners and they are asked to think about how their behaviour makes people feel. This teaches children to respect others and promotes the development of personal qualities, such as consideration and empathy. Good regard is paid to the children's physical development. For example, appetising and nutritious snacks encourage the development of healthy tastes and preferences. Staff prepare snacks and pour out drinks ready for the children. Therefore children's independence skills are not fully promoted during everyday routines such as snack time. However, children do help to clear the table and place waste items into a recycling bin which promotes their understanding of sustainability. Children wash their hands before eating to contain the spread of infection and illness.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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