

# Sun and Moon Playcare Scheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY435448
<b>Inspection date</b>	17/01/2012
<b>Inspector</b>	S Campbell
<b>Setting address</b>	Five Elms School, Wood Lane, DAGENHAM, Essex, RM9 5TB
<b>Telephone number</b>	07904581292
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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).

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

Sun and Moon Playcare Scheme registered in 2011 and the after school club is one of four settings that is privately owned. The club is located at Five Elms Primary School at Dagenham, Essex and operates from the school dining hall. An enclosed, play area is available for outdoor play. The club is registered to care for a maximum of 32 children under 8 years, who may all be in the early years age range. There are currently five children in the early years age group on roll. The club also provides care for children aged from over five to 11 years. The club supports children with special educational needs/ and or disabilities. It is open each weekday from 3.00pm to 6.00pm during term time. The club is registered by Ofsted on the Early Years Register and on the compulsory and voluntary Childcare Register. The club employs five members of staff. Most staff, including management, hold appropriate early years qualifications at levels 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time spent at the club and they receive appropriate support to promote their interests and learning. Although the club has positive relationships with parents to satisfactorily meet children's needs, links with all other early years providers have not been established. Overall, records are satisfactorily maintained, although all of those relating to staff's suitability are not accessible. The record of children's attendance is not consistently completed. Although robust systems for self-evaluation are not in place, the staff demonstrate satisfactory capacity and commitment to continuous improvement through attending ongoing training.

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

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

- maintain an accurate record of children's hours of attendance (Documentation) (also applies to both parts of the Childcare Register) 24/01/2012
- take steps to ensure records are easily accessible and available for inspection specifically relating to all staff's documentation, including evidence of qualifications. (Documentation) 24/01/2012

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

- develop a culture of self-evaluation to effectively identify strengths and

priorities for development that will improve the quality of the provision for all children

- develop procedures to promote continuity and coherence for children who attend other settings by sharing relevant information to effectively support children's learning and development
- handle Criminal Records Bureau (CRB) Disclosures in accordance with the CRB's Code of Practice and Explanatory Guide regarding the length of time these are kept.

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

Children's welfare is satisfactorily promoted because staff have a sound understanding of child protection issues and procedures. The staff have gathered appropriate information about all children's individual needs and backgrounds, which promotes an inclusive environment. Most required procedures are in place and policies are readily available for parents to view. However, not all documentation is stored appropriately; for example, CRB Disclosures are kept for longer than is legally allowed. The record of children's attendance is not consistently maintained. This is a breach of a specific legal requirement.

Children are cared for in a safe and secure environment. Staff carry out daily risk assessments of areas used by children, which further promotes their safety. Children are cared for by staff who are suitably vetted, while those in the process of being CRB checked are not left alone with children. However, required information about all staff, including their qualifications, is not readily available for inspection. This is breach of legal welfare requirements. Staff have attended some courses to promote positive outcomes for children, for example, about child protection and the Early Years Foundation Stage framework.

Staff develop positive relationships with parents and they are available at the end of the day to talk to parents about children's play and progress. They have begun to make links with external agencies to ensure children with special educational needs and/ or disabilities are supported. Subsequently, all staff will be attending a Makaton course to aid children's communication skills. Although links are established with some children's schools, these have not been developed with all schools to ensure children's learning and development are effectively supported. Staff are able to talk about the club's strengths and identify some areas for further development. However, processes for self-evaluation have yet to be implemented to effectively build a culture of reflective practice.

Children have access to a range of resources that is sufficiently wide to support their interests and learning. They are able to make choices about their play because toys are readily available. Through topics, toys and discussion, children are developing a satisfactory understanding of peoples' similarities, differences and about the wider community in which they live.

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

Children are cared for in a relaxed and welcoming environment. They are able to play with resources immediately on their arrival because staff arrive early to prepare activities. Children's independence skills are encouraged through practical routines, because they are able to make choices about their play and what they would like to eat. Children are suitably behaved and polite and this is supported through planned activities, for example, at circle time. These promote children's understanding of the club rules and respect for the differences of others.

Children are confident communicators and staff pay an interest to what children say and do. Children have access to a sufficiently wide range of books, which they handle in the correct way. Staff ask children appropriate, open-ended questions to encourage them think and to further promote their language development. Children are beginning to be confident writers and they frequently attempt writing through everyday situations, for example, in craft activities. Children's imaginative and creative skills are developing soundly. They take part in a range of art and craft activities, for example, sticking, painting and drawing using charcoal sticks. They enjoy playing with the modelling dough and inform staff they are 'making a cake'. Children have access to an adequate range of role-play resources, enabling them to act out real life situations. Consequently, they take pleasure in dressing up and playing with the dolls. Children count confidently and they learn to use numbers and problem solving skills in everyday situations when playing group games, such as bingo.

Staff have begun to carry out observations, enabling them gain an understanding of where children are at in their learning and development. They use this information to consider what to offer, when providing activities for children. Some planning takes place to ensure children are offered a range of activities. Children engage in regular, outdoor activities to soundly promote their health. Children's physical skills are developing because they use large equipment confidently, such as ropes, a climbing frame and balancing logs. Children's health is further promoted because they receive healthy snacks, which consist of hot and cold foods, including fruit and sandwiches with different fillings. Children's well-being is promoted because, through everyday routines, they are encouraged to wash their hands at appropriate times, which reduces the spread of cross infection. Children are beginning to think about their own personal safety. This is because staff reinforce road safety awareness and those who are escorted to the club are encouraged to wear high visibility jackets.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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:

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. (Records to be kept) 24/01/2012

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. (Records to be kept) 24/01/2012