

# Sunbeams Fun Club

Inspection report for early years provision

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**Unique reference number** EY433798  
**Inspection date** 23/02/2012  
**Inspector** Mr Rasmik Parmar

**Setting address** St. Marys C of E Primary School, Stocks Lane, BARNSELY,  
South Yorkshire, S75 2DF

**Telephone number** 01226 206422

**Email**

**Type of setting** 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**

Sunbeams Fun Club is a privately owned and was registered in 2011. It operates from one room, outdoor playground and school gym within a primary school in Barnsley, South Yorkshire.

The setting is open each weekday from 3.15pm to 6pm for 38 weeks of the year, except on bank holidays. The setting serves the local culturally diverse community and surrounding areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 35 children on roll and of these 6 children are in the early years. The setting has supported children with English as an additional language, and supports children with additional needs.

There are six members on the team who are qualified and experienced. Two have the level 3 in early years, two are working towards the level 3 and one has the level 2.

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 enjoy their time at the setting, where the use of resources is excellent. They spend their time actively engaged in stimulating activities which fully promote all aspects of inclusion. Children are making good progress in their learning and development. Effective self-evaluation demonstrates the setting's ability to maintain continuous improvement. Outstanding procedures are in place to keep children safe.

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

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

- develop opportunities for children to participate with nature, such as growing flowers and interacting with mini-beasts.

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

Practitioners work as a cohesive team and are focused on providing a stimulating and highly safe and secure environment where children feel happy and secure. The setting runs smoothly on a day-to-day basis as good leadership ensures that all

practitioners understand their role and follow the ethos of the setting. Effective recruitment practices are consistently implemented and thorough checks are carried out to determine the suitability of all new practitioners. Children's welfare is safeguarded effectively due to well thought out safeguarding policies and procedures. Comprehensive policies and procedures underpin the good practice of the setting. Practitioners carry out thorough risk assessments and emergency evacuation plans are practised regularly with children so that they know what to do in case of an emergency.

Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. Both indoor and outdoor areas are very well organised to support children's learning in all areas. However, opportunities for children to participate with nature, such as growing flowers and interact with mini-beasts, is an area for improvement. There is easy access to age appropriate toys and equipment, as these are very well arranged at a low level to encourage complete independence. Children are well cared for in a fully inclusive setting where practitioners know children personally and fully respect their individual needs. Practitioners have a confident approach to equality and diversity. They discuss difference with children and sensitively raise their awareness of different cultures and disability. Children are encouraged to develop a strong sense of community because all practitioners have a genuine caring approach. Children are taken out into the local community where they have visited the Chinese restaurant to eat authentic Chinese food as part of celebrating the Chinese New Year.

The setting makes every effort to work in partnership with parents, who value this personal care, support and attention. Parents comment positively on how well practitioners know their children, which contributes to a trusting relationship. The organisation of the daily routine ensures that practitioners are always available to give daily feedback to parents about children's activities and progress. A broad range of useful information is available for parents on the notice board. Their views are taken into consideration via questionnaires. Practitioners ensure that children's assessment records are shared with parents.

Clear links are established with schools when practitioners collect children in order that there is coherence and consistency in children's learning and development. Partnership working is reflected in the genuine efforts to strengthen links with other professionals outside the setting to support children with additional needs.

Practitioners make positive improvements in developing the care and learning provided for children through regular self-reflection of their practice. Also, quality improvement visits from the local early years service help to raise standards as part of continuous improvement.

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

A varied, interesting and challenging range of play opportunities and activities are provided for all children. Successful planning and careful observation and

assessment of children's learning and development, which compliment those carried out in children's main setting. Consequently, children are engaged and making good progress in their individual learning and development.

Children have extremely good opportunities to learn about healthy lifestyles. They are provided fruit and healthy snacks to help towards them getting their '5 a day'. Practitioners started off by providing both wholemeal and white bread / wraps to give children choice. Soon afterwards, with a little encouragement, all children now eat wholemeal bread / wraps. Children are involved in making smoothies, soup, pizzas and baking activities. The setting takes part in a 'Change4Life' scheme where eating food is made fun together with lots of physical activity. They are working towards a 'Healthy Early Years' Award to promote a healthy and ecologically friendly lifestyle. Practitioners also display a snack menu so that children can choose an alternative, where possible, if they don't like the snack that is provided on that day. They talk to parents about what children have been eating or cooking and if they have tried something new. Children are encouraged to play outside and participate in team games and lots of free play. Practitioners talk to children about the benefits and the effects of exercise, fresh air and that it is important to drink regularly to keep hydrated. Children are encouraged to wash their plates and cups themselves and to not share these with others in order to prevent spreading germs. Children wash their hands before snack time and after going to the toilet and any messy activities. Practitioners talk about the importance of covering their mouths when sneezing and coughing and disposing of tissues once they have been used. During baking sessions children are reminded not to lick their fingers or the spoon to prevent spreading germs.

Good adult to child ratios and sound deployment of practitioners means that children receive effective adult attention in a calm, purposeful atmosphere. Practitioners work discreetly with children, offering guidance and support, allowing them to explore and experiment independently. Children are kept extremely safe as very sensible precautions are taken to minimise any hazards. Risk assessments are also carried out by children who learn to take responsibility for their own safety. Activities around road safety, regular fire evacuation practices, together with children wearing high visibility jackets during outings greatly enhance children's understanding of their safety and well-being. Furthermore, children wear safety helmets for added safety when playing with scooters in the playground. Children feel safe because practitioners offer warmth and security, along with consistent and familiar routines. Children have opportunity to rest and sleep if necessary in the very comfortable tent with quilt and blankets. Children feel secure enough to use this area when they are tired, knowing full well that they are fully taken care of. Children behave very well and understand they have to take turns and be considerate to each other when playing with equipment. As a result, they are provided with very good opportunities to develop the necessary skills they will need to become independent and be ready for the next stage in the lives.

## 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	1
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

<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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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