

St Oswald's Sunshine Club

Inspection report for early years provision

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Inspector

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Setting address

St. Oswalds C of E Infant & Nursery School, Church Street,
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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).

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

St Oswald's Sunshine Club is owned by a limited company and was registered in 2004. It operates from St Oswald's Church of England Infant and Nursery School in the centre of Durham. The club serves the local area. The club is accessible to all children, and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday from 8am until 6pm except for two weeks at Christmas and Bank Holidays. Children are able to attend for a variety of sessions. A maximum of 48 children may attend the club at any one time, with no more than 26 in the early years age group. There are currently 34 children attending who are in the Early Years Foundation Stage. The club also offers care to children aged five to 11 years during school holidays. The club is registered on the Early Years Register and on the compulsory part of the Childcare Register. The club provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs 10 members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above. Two staff hold a Bachelor of Arts Honours degree in Early Childhood Studies. The club works closely with the qualified teacher in the nursery. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic and dedicated management team has a clear vision for the setting and, along with staff, creates an inclusive environment where individuals are respected and valued. The staff's excellent knowledge of each child's individual needs ensures that they promote all aspects of children's welfare and learning with success. Overall, an inclusive service is offered, which is open and accessible to all. The exceptional partnership with parents and other professionals ensures that they communicate well to put the children's needs first. The setting actively seeks to make improvements which help children to make very rapid progress.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring that regular evacuation procedures are carried out with all children.
- developing further systems for recording children's progress, including matching observations in the learning journeys and the progress reports to the areas of learning and development
- ensuring that regular evacuation procedures are carried out with all

children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained very effectively in the setting. A range of comprehensive policies and procedures are implemented effectively to ensure the smooth day-to-day running. Staff have a comprehensive awareness of safeguarding issues, such as what to do should they have a concern about a child's welfare. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures, which help ensure the suitability of new staff and the ongoing suitability of staff that work with the children. All areas are safely managed through the written risk assessments, which cover any possible hazards in the early years rooms, garden and on any outings. A daily check list supports this, ensuring that hazards are quickly identified and minimised. The premises are very secure, which ensures that no unwanted visitors gain access. Children who attend for daycare take part in regular evacuation practices. Staff have discussed the procedures with children who attend for the out-of-school care, however, they have not had the opportunity to practise the procedure to ensure they know fully what to do should an event occur.

The premises are well-maintained and attractively presented to help children to settle happily. Displays of their work and age-appropriate resources, which are easily accessible create a child-friendly environment. This helps to develop their independence. They have freedom of movement between the early years rooms and the large outdoor play area, which enables them to decide where they would like to carry out their activities. Children are seamlessly integrated into the school nursery, which ensures continuity of care and learning, and the well-established staff work extremely well together as a team. The nursery teacher discusses children's learning and development weekly with their key person, which helps to ensure that the following week's planning is focused on the children's interests and needs. Staff are highly committed to working in partnership with parents and with other agencies, who may be involved with children who have special educational needs and/or disabilities and children with English as an additional language. Well-established relationships have been developed with professionals involved with the children. Staff use these relationships and their expertise to develop individual educational plans for children, which promote their learning, development and welfare.

The setting's strong commitment to improvement enhances all aspects of the provision. Staff have contributed to an evaluation of the strengths and weaknesses of the setting as part of the annual whole school improvement agenda. The head teacher of the school frequently visits the provision and works with the children. This ensures that integration of care and education is fully embedded. Parents are consulted about their views of the provision through questionnaires. The information feeds into the improvement agenda. This has a positive impact on the overall quality of the early years provision and ensures sustained improvement for outcomes for children. The recommendations raised at the last inspection have all been addressed. For example, there is a written complaints policy that meets the

requirements of current legislation. A contact number is displayed on the parents' notice board should they want to contact Ofsted about any concerns.

Parents are fully involved in all aspects of their child's learning and development. Settling-in visits are offered to new children, and parents complete an 'all about me' form which helps staff understand the child's needs. Parents are well informed about the welfare, achievements and progress of their child through regular discussions. Each term, staff compile a progress report on each child, which is shared with parents. They are invited in for a parental consultation, where they can discuss their child's progress and view their records. This helps parents to continue their child's learning and development at home. Excellent procedures are in place for the setting to liaise with other agencies, who are involved with children, and with other provisions that a child might attend. This includes effective procedures to link with other local schools, nurseries and childminders that children also attend.

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

Staff plan and organise systems to ensure that every child receives an extremely enjoyable and challenging learning and development experience, tailored to meet their individual needs. Consequently, children have the opportunity to participate in an excellent range of activities and experiences, and staff are able to plan and promote their individual development and learning requirement with great success. Planning takes place on a weekly basis and reflects the needs of the children. Staff carry out written regular observations of children during their activities. This information is used to inform future planning, assessment of their progress and in their learning journey record, which shows, through photographs and notes, what children have been involved in and the next steps in their development. Within six weeks of starting at the setting, the staff complete a progress report to share with parents along with the learning journey.

The environment supports children's development of personal, social and emotional skills very effectively. From the time they arrive, children are eager to explore whatever is available to them, and they meet every new challenge with real enthusiasm. They quickly become familiar with the routines and are happy to help when it is time to tidy away the resources. Through their interaction with the children, the staff draw out learning and ensure appropriate levels of challenge are available for all. Children demonstrate that they feel really safe and secure because they relate well to staff and visitors. Language skills develop in a variety of ways, and children become confident speakers. They show an appreciation of books and they sit in small or large groups listening and interacting when a story is read to them. Number is used in everyday activities. For example, children enthusiastically join in with the cookery activity of making porridge. They quickly work out how many bowls are needed for each child and use their problem-solving skills to decide they need one more for the member of staff. They discuss the sizes of the bowls and relate it to the story of Goldilocks and the three bears. The environment is rich in information technology resources, which children enjoy exploring. For example, they master how to use a mouse and the interactive whiteboard, and

they listen to talking books. Children become aware of the wider world and the diverse society that we live in through a variety of methods. Positive images are reflected in books and resources. Different festivals are looked at, and parents are invited in to share their culture with the children. Children learn the benefits of being active as they enthusiastically play outdoors. They learn to negotiate the space around them as they run around, ride on bicycles or climb the climbing frame. In addition to the outdoors, children have access to movement sessions in the hall, where they learn to move with confidence, imagination and an awareness of space, themselves and others. The excellent organisation of the daily and weekly routine ensures that all children have access to the focused activities, which cover areas such as communication, language and literacy, and social and emotional aspects of learning.

Children's health and well-being is promoted exceptionally well. Snacks are freely available throughout each session, enabling children to decide when they would like some. They make their own choices from a variety of freshly prepared fruits. Lunch is prepared on the premises, and children sit down and eat in a friendly atmosphere. Staff give guidance to parents on providing healthy packed lunches. Children are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others, and they develop excellent self-esteem because they receive lots of praise for their efforts. They begin to develop friendships with other children by working together to build with the large construction blocks outside. Excellent steps are taken to prevent the spread of infection. Policies and guidance are shared with parents and all necessary records and consents are in place. Children develop their own awareness of good hygiene practice and become independent in using the bathroom.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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