

# Sun and Moon Playcare Scheme

Inspection report for early years provision

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<b>Unique reference number</b>	EY255363
<b>Inspection date</b>	10/05/2012
<b>Inspector</b>	Clair Stockings
<b>Setting address</b>	Ripple Primary School, Suffolk Road, Barking, Essex, IG11 7QS
<b>Telephone number</b>	07817 962 359
<b>Email</b>	
<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**

The Sun and Moon Playcare Scheme was registered in 2002. It operates from a hall in the grounds of Ripple Primary School in Barking in the London Borough of Barking and Dagenham. A secure outdoor play area is available. The club is registered to provide care during the school holidays from 8am to 6pm. It is open during term time each weekday from 3.10pm to 6pm. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

A maximum of 38 children aged between three and eight years may attend at any one time. There are currently ten children on roll in the early years age group. The club supports a number of children learning English as an additional language. There are four members of staff, of whom three hold relevant early years qualifications.

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

Overall the quality of the provision is good.

Children are cared for in an environment that allows them lots of choice in how they spend their time. Children's welfare is promoted effectively as staff have good knowledge of local safeguarding procedures. Children are making good progress in their learning and development in most areas. The needs of all children are identified well and staff ensure that the club is fully inclusive. Self-evaluation is effectively used and is enabling the club to continuously improve the service provided.

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

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

- extend further opportunities for children to explore and find out more about information and communication technology, both indoors and outside, so as to complement and support their learning.

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

Policies and procedures necessary to safeguard children's welfare are in place and implemented effectively by all staff. They have a good understanding of the process to follow should they have any concerns about a child in their care. Robust recruitment and vetting procedures are effective to check that adults caring for children are suitable to work with them. The record of risk assessment is efficiently detailed to show potential hazards in all areas used by the children, and the actions staff take to minimise them. Risk assessments for each type of outing take

place, and good measures to promote children's safety are implemented and documented.

Staff are appropriately qualified and use this knowledge effectively to support the learning and development of the children. The established staff team provide a warm and friendly environment for children to learn through play. Children access a broad range of resources and activities, which offers them a wide range of challenges.

Staff establish good relationships with parents. Parents receive a good deal of information about their child's progress through daily discussions. Display boards and access to written policies keep them informed of the service. All required information about the children, including relevant consents and permissions are gathered from parents and reviewed at regular intervals. This promotes good outcomes for the children. It is evident through discussions with parents that they are very satisfied with the service provided. Effective partnerships with the children's school have been fostered. This promotes continuity of learning and development for the children. Children learn about equality and diversity in a wider world through finding out about different cultures and religions. This helps to give children and all families a strong sense of belonging and of being valued. Staff are from diverse backgrounds and provide effective support for children learning English as an additional language.

The manager encourages reflective practice in order to work towards continually improving the outcomes for children. All recommendations from the previous inspection have been successfully met. For example, parents now have access to the details for contacting Ofsted. The staff team, parents and children all contribute to the club's self-evaluation, which takes into account all aspects of the provision.

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

Children are cared for in an environment that reflects it is their leisure time and allows them to explore, play and learn. They enjoy selecting from the play activities on offer and become happily involved in their play. The younger children enjoy attending the club and mix happily with older club members. Children are developing well as independent, active learners, supported by the purposeful interaction of staff. They join in activities confidently, based on their own interests and levels of expertise. Children succeed because adults are sensitive to their needs and older children include them well in activities. They are calm and behave well, demonstrating that they feel safe. Staff make effective use of observations to identify children's next steps in all required areas of learning. Staff have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress.

Children enjoy learning about their own faith, beliefs and customs and those of others through celebration of a range of festivals. This helps children to learn

positive attitudes to diversity and difference. They learn about features of the local community through visits to the nearby park and library. Exciting outings to an aquarium and museums extend their knowledge of the wider world.

Children are very well behaved and have positive relationships with each other and staff. They show care and consideration of others as they play harmoniously and by helping staff to tidy up throughout the session. They are learning how to play fairly, share and take turns by playing team sports and board games. Staff support children in solving disputes and taking turns. Consequently, children develop a real sense of belonging to the club, feeling valued and included as individuals. Children learn how to keep themselves safe from harm by participating in regular fire evacuation practices. They listen carefully and follow closely the instructions of staff during play. This demonstrates a mature response to taking responsibility for their own and others' safety.

During activities, staff engage in conversation with children, asking a good range of questions and acknowledging their responses. This successfully supports children's language development. Children have good opportunities to develop their early writing skills as they independently use a wide range of writing resources. Children develop their numeracy skills through an wide range of practical activities. For example, matching the numbers called during a game of bingo to those on their card. All these experiences help children acquire and apply the skills they need for their future lives. However, children currently have less use of information, communication and technology.

Children develop a good knowledge and understanding of how to lead a healthy lifestyle. Through daily fresh air and exercise, children gain an awareness of the changes that happen to their bodies when they are active. Children have a good understanding of healthy eating. They pour their own drinks and make choices from the nutritious snacks provided. They also understand the importance of hygiene, as they know why they need to wash their hands.

## 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