

# Bradfield Sunshine Club

Inspection report for early years provision

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<b>Unique reference number</b>	955533
<b>Inspection date</b>	31/05/2012
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<b>Setting address</b>	Bradfield Primary School, Cock Lane, Southend, Reading, Berkshire, RG7 6HR
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<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.

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

Bradfield Sunshine Club opened in 2001 and is a committee run out-of-school club. It operates on Thursdays from the hall in Bradfield Primary School. It is located in the Bradfield area of Berkshire. All children share access to a secure enclosed outdoor play area. The club is open from 8am until 8.45am. After school, the club operates from 3.10pm until 6pm, term time only.

The club is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 40 children from four years to eight years. The club also provides care for children over eight years. The club currently has four children in the early years age range on roll.

There are four members of staff who work directly with children on a part-time basis, with three present at each session. Of these, the manager holds a level 3 qualification and a second member of staff holds a level 2 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the club because they share warm and caring relationships with staff. Staff provide a safe and secure environment for children. Activities are well planned because staff generally find out children's individual interests. Information shared with parents is good overall and meets children's needs well; however, not all specific legal requirements in relation to documentation are currently being met. Staff make good use of accurate evaluation systems to monitor the play and learning outcomes. However, it has not identified the need to provide documentation as required. Overall, the club has a good capacity to maintain continuous improvement and enhance outcomes for children.

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

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

- ensure the registration certificate is displayed and show it to parents on request (Documentation). 25/06/2012
- ensure that all records are easily accessible and available for inspection at all times (Documentation) 25/06/2012

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

- improve observation systems to consistently plan for children's next steps, for example through accurate record keeping.
- strengthen self-evaluation to ensure documentation is well organised.

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

Children are helped to keep safe at the club because there are well-developed safeguarding procedures in place. Staff know their individual responsibilities, and thorough checks confirm their suitability to work with children. Staff are alert to potential hazards children could face in the club. They conduct regular assessments and effectively minimise any risk. This helps to maintain a safe environment for children to play.

A settled staff team work well together and share the manager's vision for future improvement at the club. Most documentation is well organised. However, the club operates in a base room in the school, and in a hall on the same site one day each week. Not all required documentation was readily available at inspection, as this is stored in the main base room including the certificate of registration and these are breaches of specific legal requirements.

Overall, the club effectively identifies their strengths and weaknesses. Recommendations from the previous inspection have been addressed. This demonstrates that the club has a good capacity to maintain continuous improvement. Target setting is realistic and challenging. Consequently, outcomes for children are good. However, self-evaluation has not identified some weaknesses in the organisation of documentation.

Children enjoy a wide range of interesting activities, which support their learning and development. Children make choices about what they do at the club. For example, children ask to watch a film once a week. Staff follow this with outdoor play to ensure children remain active. Staff are committed to providing a homely environment for children. They share positive interactions with all children. Staff use informal observations to monitor children's progress. However, staff do not always record these to strengthen their planning and build upon children's knowledge and skills.

Snack times provide children with opportunities to learn about different countries and cultures. Children choose a country and enjoy eating traditional foods. Meaningful activities support children's awareness of inclusivity and diversity. For example, during disability awareness week, children use crutches and wheelchairs. Therefore, children gain a good awareness of the diverse world in which they live.

Staff have a good knowledge of children's individual backgrounds and needs. This means that children make good progress from their individual starting points. When children require further support, staff are proactive in undertaking training to meet their needs. For example, they learn how to administer certain medications children may have at the local hospital. The club works closely with

local schools. They share all relevant information consistently to make sure that children have a smooth transition into the club.

A parent committee runs the club. This allows parents to share their views and be involved in decision making. There are clear accessible channels for parents to communicate with staff. The club shares information about children's achievement and progress; however, parents sometimes do not know who is their children's key person. Parents appreciate the flexible care the club provides. They are complimentary of the staff and feel that the club provides 'intimate and friendly' care for children.

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

Children play in an exciting environment because they make many choices about what they do at the club. The manager and staff encourage children to be responsible for their own play. As a result, children display good levels of independence. Activities match children's differing capabilities as they grow older. Group games support children's social development and help children of all ages to play together well. The primary purpose of the club is to provide play and social activities for children. Thoughtful play opportunities complement the learning children receive at school and enable children to make good progress.

Children practise their early writing skills through making pictures and cards for people who are special to them. They develop their mathematical knowledge through keeping score during games. Children count in everyday situations, such as when returning cups after snack time. Children have access to programmable toys and use technology, which helps them to develop important skills required for their future learning. Children cooperate and take turns because they staff support these skills through playing board games.

Children get along well together because staff encourage them to share their feelings and raise awareness of important issues, such as bullying. Members of staff fully involve children in the organisation of the club. They help to set the room up, tidy away and choose what activities will be available. There is a collaborative environment where children make choices and staff expect them to be responsible for their own actions. Therefore, children's behaviour is good and they display self-esteem.

Children manage their own personal hygiene, reducing the risk of the spread of infection. They wash their hands before eating and dispose of tissues appropriately. They enjoy a healthy and balanced snack. Staff are responsive to children's individual nutritional needs. Children have a more substantial snack when they have evening activities to ensure they do not become hungry. When children have cake, they understand that this is a treat. This helps them gain a good understanding about the importance of a healthy diet.

Children play freely on a large enclosed field. They race each other, dance and practise gymnastics. This helps them to understand that exercise is part of a healthy lifestyle. Throughout the session, children help themselves to drinks of water and pour drinks for younger children.

Children enjoy a calm environment and feel secure because they share warm relationships with staff. Children receive clear explanations of why they need to act in certain ways. This helps them to make safe choices for themselves. Staff use effective methods to alert children whilst playing outside. When the manager whistles, all children respond and stand still. This demonstrates their ability to follow rules and directions well. As a result, they know what is expected from them and feel safe while at the club.

## 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	3
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:

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:

- display the certificate of registration on the premises on which childcare is provided (Certificate of registration) (also applies to the voluntary part of the Childcare Register). 25/06/2012

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 for the compulsory requirements of the Childcare Register (Certificate of registration) . 25/06/2012