

Sunshine Club

Inspection report for early years provision

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Inspector

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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).

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

Sunshine Club was registered by Ofsted in 2012 and is privately owned. It operates from a large hall, library and playgrounds in Kibworth Primary School in Kibworth Beauchamp, Leicestershire. The club opens from 7.30am to 8.45am and from 3.10pm to 5.45pm during term times and all day during school holidays.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club may care for a maximum of 26 children aged from four to eight years and older, at any one time. There are currently 43 children on roll; of these, there are nine children in the early years age range. The club currently supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

Three staff are employed at the setting, all of whom hold relevant childcare qualifications. The club receives support from the head teacher and local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident and settled in this friendly out-of-school club. Strong relationships are formed between children, staff, parents and other professionals. The environment provides inclusive practice, which is generally well organised and which helps children to make good progress in their learning and development. Documentation is good, and there are effective procedures to ensure the health and safety of the children. The setting has started to monitor its practice and is committed to making improvements. It is not yet fully using self-evaluation to effectively inform future improvements to support the outcomes for children; however, the setting has a clear vision for the future.

What steps need to be taken to improve provision further?

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

- develop procedures and routines so that children have more control over their learning to keep their interest
- use self-evaluation and monitoring effectively to further identify the setting's strengths and priorities for development to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through very good supervision and effective policies and procedures. Detailed recruitment and vetting procedures ensure that adults

working with the children are suitable to do so. Comprehensive risk assessments are carried out in all areas, and any necessary actions or equipment are put in place to minimise risks to children. The management ensures that the environment is safe, secure and well maintained, promoting children's safety at all times. All the required documentation is thoroughly organised to ensure that the setting delivers effective quality care and education. These measures ensure children are kept safe.

Regular staff meetings provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the management. The manager has a good, ambitious vision and clear priorities for improvement, which are clearly explained to the staff, who all work well to promote and achieve this. Some systems to identify areas for improvement are in place, for example discussions with parents, which have had a positive impact and have resulted in the success of the club. The setting has recently started to develop a system to monitor and evaluate the provision more formally in order to target and prioritise areas for improvement more effectively. The management continually strives to ensure that the setting provides an inclusive service, where all children and parents are welcome. The environment is a colourful, stimulating one, where children are encouraged to learn and develop their sense of belonging. Resources are of good quality and cover all areas of learning. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained. Very good procedures regarding the administration of medication protect children's welfare when they are ill. Accident and incident procedures are well managed, ensuring children's safe care at all times. Accurate records are maintained and are regularly reviewed to ensure that safety measures comply with current regulations and guidelines.

Parents are provided with quality information about the provision through written information and the parent information pack. Good systems are in place to include parents in children's learning and development. When children start, an initial discussion and assessment takes place to obtain information about their child's interests and abilities in order to determine their starting points. This promotes a two-way parent involvement. The setting has systems in place to liaise with the children and their parents to help the smooth running of the club. For example, they have regular discussions about the activities the children will be able to participate in. Staff also liaise with other settings through network meetings and share information when attending training courses. Their relationship with other professionals is good and has a positive impact on the children.

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

All children thrive in this delightful and child-centred environment. The bright and welcoming areas are well used to provide a resourceful balance of adult-led, freely chosen and child-led activities. Effective quality planning and observational procedures ensure that children receive an enjoyable and challenging experience across the areas of learning. Children are progressing well towards the early learning goals. This is mainly because the staff have a good understanding of how

children learn and know when to get involved, listen or pose carefully framed questions to encourage children to talk about what they are doing. For example, the children talk about camping and holidays, and this results in them making a tent, which they snuggle inside to write, read and play games. Staff ensure that the environment is stimulating and attractive to all children so that they can learn independently. Resources are placed at a level where children can help themselves and make decisions about their play. However, the constraints of snack time interrupt some children's play, and this restricts children's independence and causes some children to lose interest in their play.

Children make good progress in the physical area of learning and learn the importance of taking regular exercise. Children participate with enthusiasm as they play a game of hockey. They learn dribbling and shooting skills and how to effectively cooperate with skill, as they pass the ball to each other, showing confidence and excitement. These activities, along with eating healthily, introduce children to a healthy lifestyle. Children enjoy healthy snacks, such as fresh fruit and vegetables, and can independently access drinking water throughout the day. Children's welfare, learning and development are well supported in all areas of the setting. Detailed procedures are in place to ensure children benefit from a clean and hygienic environment. Children's individual health requirements are understood and supported effectively; this ensures they develop a very good awareness of the importance of personal hygiene. They also develop a good understanding of safety issues and take part in frequent fire drills. This ensures they learn to conduct themselves calmly and safely in an emergency situation. Outings are used well to promote an understanding of road safety. Children use tools and utensils safely in activities because they learn to manage them responsibly.

Behaviour is well managed in the club. Children are encouraged to make most choices and decisions in their play. Staff are consistent and fair when encouraging children to share and take turns, and children work together very well. Children are involved in discussions and activities about special events in their own lives and gain an awareness of beliefs and cultures outside their immediate experience. They play with a broad range of toys and resources that reflect positive images of diversity and explore a range of festivals around the calendar year. For example, children learn how to make Chinese dragons.

Children love using books, and this is demonstrated as they cheerfully read a popular story and re-enact the sequence using props; they suggest what might happen next and repeat some of the words from the story in sequence. They enjoy writing and drawing. Younger children develop their language skills as they are encouraged to chat during play and have discussions about the events in their lives. Children are frequently supported to count, and as a result, they count by rote with confidence. They have opportunities to develop their mathematical skills as they recognise and draw shapes such as squares and circles, play games and participate in planned activities. For example, the children play a dice game and from the results draw segments of a beetle; this aids children to apply the mathematical skills they have gained. Children think critically and become active learners as they participate in these games. Children develop good skills for the

future as they play active, independent computer games.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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