

Chanctonbury Sports and Leisure

Spierbridge Road, Storrington, Pulborough, West Sussex, RH20 4PG

Inspection date

30/10/2012

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none is disadvantaged.
- Children enjoy their time at the holiday club. Children of all ages are happy and confident and staff are sensitive to children's individual needs.
- The staff have a good partnership with the parents. Daily verbal feedback is given to parents on activities and how their child is enjoying the club.
- Children feel safe, secure and happy in the setting and arrangements for safeguarding the children are robust.
- Staff ensure children have access to a range of different activities to keep them interested and stimulated.

It is not yet outstanding because

- Although children are happy and settled in the setting, staff do not always make time for children to be with their key person to further develop relationships.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outdoor environment.
- The inspector took account of the views of parents spoken to on the day .
- The inspector sampled some of the documentation available.

Inspector

Alison Large

Full Report

Information about the setting

Chanctonbury Leisure Centre Holiday Play Scheme registered in 1998 and operates from the leisure centre in the Storrington area of West Sussex. The play scheme is open each weekday from 8am to 5pm during school holidays. All children share access to an outdoor play area. The setting is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register.

There are currently 50 children aged from five to under eight years on roll. Of these, three are in the early years age group. Children attend from the local and surrounding area. There are currently 10 staff working with the children at various times. Of these, five

members hold relevant early years qualifications and the rest have qualifications relevant to various sporting activities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen relationships by giving children more opportunity to relate to their key person.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and relaxed and enjoy their time in the club, which operates during the school holidays. They have good relationships with the staff, who have a good understanding of their individual needs and interests. Staff consult children about what they would like to do and try to accommodate their ideas and suggestions. As a result, activities are well balanced and keep children's attention. Throughout the session, children engage in conversation with the staff, developing their communication skills. Some staff know the children very well as they repeatedly attend the setting; they recognise when they achieve something new, which they remember to pass on to parents at handover. All children are included in the activities, which are adapted to suit individual needs. A popular activity is the outside play area, where the children can choose to play football or use the equipment in the play area to climb, jump and swing. They run around and get fresh air and exercise. Indoors they choose to be active or to sit and relax and chat in small groups; children happily share and take turns and freely choose who they play with and where. The good relationships between staff and children ensure children have a positive and enjoyable experience in the club. Children develop their imagination and creativity through a wide range of activities. For example, they make Halloween posters and pictures with the art and craft resources, they make dens to play in with the soft play equipment. They enjoy the various sporting activities available to them including badminton, football and trampolining. Children are involved in choosing what to do at the setting with a high proportion of time spent on physical play to promote healthy and active lifestyles. Children are confident to talk to the staff and discuss their preferences and interests. Staff support them well, readily finding additional resources for them on request.

The contribution of the early years provision to the well-being of children

Children enjoy socialising with other children. Overall, they develop positive relationships with everyone at the club, settling-in well. However, they do not always have the opportunity to spend time with their key person to strengthen those relationships.. Children generally behave well, are polite and respect the rules of the setting. Children's views and opinions are valued by the staff, which builds their confidence and self-respect. Children choose to play outside or in the sports hall, promoting an active healthy lifestyle. Drinks are readily available for them to quench their thirst after running around, and they are offered a healthy snack. They follow good hygiene procedures as they independently wash their hands after playing outside and when using the toilet. Staff provide anti-bacterial gel for cleaning children's hands before they eat. Children learn how to stay safe as they follow clear guidance on safety when walking to the outside area, and they are all aware of what they should do in an emergency evacuation. Children express their views and state they like coming to the club; they enjoy the activities and making new friends. Staff are friendly, share a joke and join in when needed whilst allowing children to have a say about how their club operates. Children show concern for others, treat staff with respect and cooperate well during their play.

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

The children are welcomed into a warm, friendly setting, where they are valued and included to ensure none are disadvantaged. Children demonstrate they feel safe as they move around the setting confidently and decide what to play with. Good safeguarding procedures help protect the children, and staff have a good knowledge of child protection and their roles and responsibilities. Recruitment procedures are good to check the suitability of staff to work with children. Good adult ratios ensure children are well supervised at all times. A good partnership with parents ensures children's well-being; however, the children in the early years age group have not been assigned a key person to liaise with the parents. Parents are pleased with the care and support their children receive at the club, and children happily attend. Equality and diversity are promoted well, the premises are easily accessed and staff are fully committed to inclusion for all children. The club is beginning to develop a reflective approach to identify strengths and weaknesses. Staff evaluate sessions and feedback is gained from children so their ideas and interests are used in planning activities and events. Staff work well together as a team and have a mix of expertise and qualifications which benefits the children and the variety of activities provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	113342
Local authority	West Sussex
Inspection number	813442

Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	5 - 8
Total number of places	90
Number of children on roll	50
Name of provider	West Chanctonbury Recreation Association
Date of previous inspection	21/02/2011
Telephone number	01903 746070

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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