

# Sunrise and Sunset Breakfast and Tea Club

Houghton on the Hill C of E (Controlled) Primary School, Main Street, Houghton-on-the-Hill, LEICESTER, LE7 9GD

## Inspection date

10/12/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

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 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are familiar to the setting helping them to be relaxed, happy and enjoy their time at the out of school club.
- Children's personal care and independence skills are good, for example they wash their hands independently and make their own sandwiches and wraps, contributing to a healthy lifestyle.
- Children develop secure friendships, demonstrate appropriate behaviour and play well together as staff act as positive role models.

### It is not yet good because

- Self-evaluation is not used well enough to meet all of the legal requirements or develop the club. As a result, not all documentation to evidence staff suitability is in place, the complaints policy is not shared with parents and links with other providers are not fully developed, therefore children's welfare is not fully supported.
- Monitoring and evaluation of how children play and learn is not consistently undertaken, leading to gaps in the challenge and range of play opportunities offered to children. In addition, the organisation of resources does not fully support children's independence and choice.

## **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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector observed activities in the main playroom.
- The inspector observed all areas that children have access to, including the large outdoor play area.
- The inspector looked at records and a sample of documentation relating to children's care, health and safety.
- The inspector held discussions with the manager, staff member and with the head of the school.

## **Inspector**

Alex Brouder

## **Full Report**

### **Information about the setting**

Sunrise and Sunset Breakfast and Tea Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Houghton on the Hill C of E (Controlled) Primary School in Houghton-on-the-Hill, Leicestershire and is privately managed. The provision serves the children attending the

school.

It operates from three areas within the school and outdoor play is offered within the school grounds. The provision employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3.

The provision opens Monday to Friday during school term times only. Sessions are from 8am until 8.50am for the Breakfast Club and from 3.10pm until 5.30pm for the Tea Club. Children attend for a variety of sessions. There are currently 14 children on roll, of these three are within the early years age group.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that the written complaints procedure provides parents with information about how to contact Ofsted if they believe that the Early Years Foundation Stage requirements are not being met
- ensure that records are easily accessible and available for inspection at any time, with particular regard to references for staff and training certificates.
- extend existing links with the school that the children attend, such as sharing information about how children are developing and use this knowledge to complement their learning in the setting, in order to meet their changing needs.

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

- improve the monitoring and evaluation of children's learning and development to ensure that it offers sufficient challenge to all who attend the provision
- review the organisation of toys and resources to enable children to make independent and free choices about their play
- develop systems for self-evaluation in order to promote continuous improvement.

### **Inspection judgements**

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

The out of school provision provides a relaxed atmosphere, enabling children to settle quickly to their chosen play activity from those available to them. They make suitable

progress in their learning and development and, overall, use the mostly accessible range of resources appropriately to support their play. For example, they use sheets and blankets to make a 'den'. From this children pretend they are in a hospital, taking defined roles such as the patient and the doctor, developing their understanding of the world and the roles of others. They manipulate and handle a range of tools and construction items in safety and with growing expertise, becoming animated as they make a flower from plastic interlinking straws and state 'look, a flower is growing out of my face'. However, the resources are not always organised to best support children's independent learning because they are stored in plastic boxes, on top of one another, making it difficult for children to see and explore them to best effect.

Children enjoy their time in the welcoming environment and have formed good relationships with their peers and the adults, which supports their emotional well-being. Staff take time to get to know the children and work appropriately with their parents to find out about their care and welfare needs, thus children's needs are suitably met. Staff have a developing knowledge and understanding of the revised Statutory Framework for the Early Years Foundation Stage, enabling them to know how children learn. Overall this knowledge is used to enable staff to plan activities to meet children's age and ability. However, staff do not monitor or evaluate through observation, how children learn, which leads to a lack of challenge, in order to promote all children's learning and development.

Parents and carers share informal feedback each day about children's care needs and discuss what children have taken part in during the session. In addition, messages from school are passed on to keep parents fully informed about their child. Information regarding children's personal details are gathered before they begin at the setting and the staff are in the process of introducing an 'all about me' sheet to ensure that they have a clear picture of each child before they begin, enabling them to support their needs in full.

Children's communication skills are fostered well through play and in general discussion with each other and the adults at the provision. Staff take time for children to sit together at tea time, for example, to enable all children to talk about their day. This is a positive experience as all children have an opportunity to share their day with one another; children show an interest and listen and as a result, develop positive self-esteem and confidence. Young children particularly enjoy interacting with older children, who show care and concern for their well-being. For example, when a younger child falls over, they ask if they are hurt. Outdoor play opportunities are good, allowing children to practise their skills in climbing, running, hand-eye coordination and group games.

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

Children clearly feel happy and at home in the out of school club. They confidently enter the setting, greeting each other and staff and quickly immerse themselves in constructing and building using the small plastic bricks and straw sets. They show they feel safe and secure as they move around the available space and independently manage their personal care needs, such as washing their hands and accessing the toilet. The numbers of early years children is low, which enables their key person to spend quality time with the children, getting to know them, developing secure attachments.

Children's behaviour is good which is promoted and supported through consistent messages from staff. For example, they help children to learn not to climb on chairs, run in the play area or throw balls indoors. When older children are asked to roll and not throw the ball, they listen and do as they are asked, showing they understand the rules of the club and showing respect for the staff team. Staff remind children of the consequences of such play, relating it to the children's own safety and well-being, helping them to understand. Children enjoy the healthy meals and snacks provided at the club, for example, wraps and sandwiches with various fillings, salad crudities and fresh fruit, and children often prepare these for themselves. Their physical development is well supported as the club use large play areas within the school to enable children to practise their skills and gain fresh air and exercise.

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

The manager and staff have a developing understanding of the requirements of the revised Statutory Framework for the Early Years Foundation Stage, although they are not fully complying with three welfare requirements. Sound recruitment procedures support children's welfare and all adults who work with children are vetted. However, information regarding staff's training and qualifications is not appropriately kept or made available for inspection, which is a requirement. Risk assessments are maintained to ensure that all areas children access, both indoors and outside, are safe and suitable. Daily checks are also completed before the beginning of each session to ensure that any potential hazards are identified and removed, to support children's well-being.

Children are appropriately safeguarded as the manager and staff have a suitable knowledge and understanding of the procedures to follow should they have a concern regarding a child's welfare. Staff know and understand the provisions policy, supporting children's welfare. Policies and procedures are in place and updated on a regular basis, however, these do not always fully reflect the welfare requirements. For example, the complaints policy does not inform parents of the role of Ofsted and of how to contact them if they have a concern regarding a child's welfare. This means that parents are not fully informed of procedures.

Overall there are positive relationships in place with parents and carers whose children attend the setting and with the school the children attend. However, the two-way flow of information with the school is not robust enough to ensure that children's changing needs are effectively met, in order to support future learning. This means that outcomes for children's are not always fully identified or promoted in the club. The club has been open a short time and therefore appraisals for staff have not taken place as yet. However, there are plans to implement these to enable staff training needs or support to be identified. Arrangements to monitor and evaluate the provision are very much in their infancy, however, the manager is beginning to recognise areas of practice that need to improve in order to ensure the club effectively meets the needs of the children.

## The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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**

<b>Unique reference number</b>	EY448126
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	804155
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 6
<b>Total number of places</b>	24
<b>Number of children on roll</b>	14
<b>Name of provider</b>	Lesley Susan Tracy
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01162 412465

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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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Piccadilly Gate  
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