

Sun and Moon Playcare Scheme

Valence Primary School, Unit 1, St. Georges Centre, St. Georges Road, DAGENHAM, Essex, RM9 5AJ

Inspection date

Previous inspection date

23/01/2013

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 | 3 |
| 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

- Staff establish close links with the school and this helps ensure that children receive consistent care and learning.
- Children's self-confidence is encouraged because the staff members allow them to make decisions about their play and learning.
- The key person system offers children extra support in new situations and helps them to feel reassured.
- Children's language development is well promoted through regular group discussions.

It is not yet good because

- The children's record of attendance is not maintained accurately, which is a breach of a legal requirement.
- Children's art work is not sufficiently displayed to enable them to reflect on and celebrate their successes.
- Children have access to a minimal range of non fiction books.
- Parents are not yet fully involved in contributing their views of the service to the club's self-evaluation.

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 examined a selection of documentation including those relating to observation and assessments, procedures for children's health and safety and the information on wall display.
- The inspector observed staff's interaction with the children and observed children at play.
- The inspector had discussions with the staff and manager.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

Sun and Moon Playcare Scheme was registered in 2012. It is one of five after-school provisions owned by a private individual. The club operates from a classroom in Valance primary school in the London Borough of Barking and Dagenham. All children share access to a secure outdoor play area.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is open each weekday from 3.00pm until 6.00pm

during term time. There are currently two children aged four years on roll. The club also cares for children aged five to 11 years old.

The club employs three members of staff, all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- maintain an accurate daily record of the names of the children being cared for on the premises and their hours of attendance

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

- enable children to reflect on their successes and achievements by, for example, displaying their art work
- provide a range of non fiction books which children can use for finding out information to further support their literacy skills
- encourage parents to contribute to the setting's self evaluation to help identify areas for further improvement.

Inspection judgements

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

Children come to the club at the end of their school day and find an adequate range of activities that are set out for them. Children are encouraged to make decisions about their play as staff encourage them to exchange ideas about project themes and the types of activities that they would like to play with. They particularly enjoy rolling out salt dough and cutting out shapes using cutters. Children also express their creative ideas by making models out of wooden blocks. Staff keep some samples of children's work and this indicates that children are provided with opportunities to paint, draw and make collages that represent their experiences. Although display boards are available children's art work is mainly kept in folders. This means children do not have regular opportunities to reflect on their successes and achievements to promote their confidence further.

The manager has introduced a system for recording observations of children's individual

development during play. The manager and staff use information from their notes to plan a suitable range of activities to support children's learning and development. Staff support children in learning to link sounds to letters and they provide a range of word games to help children recognise simple every day words. Children's language development is encouraged as children have regular opportunities to take part in group discussions during circle time sessions. Staff offer children suitable activities to help increase their awareness of writing for different purposes. For example, children are supported to write letters to their peers. Children have opportunities to retrieve factual information from the computer. However, they do not have access to many non-fiction books as an alternative option to accessing information, especially when the computer is frequently in use. Children learn about shapes, measurements, simple addition and subtraction through practical activities and games.

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

New children receive support from staff to help them settle into the club's daily routine. Staff members are on hand to escort new and younger children of the group to the toilet facilities. These practices help children to feel secure. The staff have taken on the role of key person for children in the early years age range. They monitor children's personal, social and emotional development and communicate with parents about children's general well-being. Children's behaviour throughout the session is generally good. Staff use appropriate behaviour management strategies, such as, distraction and simple explanation. Children respond well to this and are well behaved. Overall, children are friendly and they are beginning to cooperate with each other during activities and games. Staff have a positive attitude towards diversity. They are equally attentive to girls and boys and encourage all children to participate in the activities provided.

Children enjoy a range of healthy snacks including sandwiches with cheese, ham and tuna fillings and fresh fruits. This encourages them to develop healthy eating practices. The manager monitors the menu to provide variety and to cater to children's tastes. For example, children are offered hot meals during the winter, which include, potato waffles, pasta with meat balls and vegetable lasagne. Children can choose to drink sugar free squash or milk with their snacks. Fresh drinking water is available at all times and children confidently help themselves. This encourages children to think about their personal needs. Children enjoy daily opportunities to take part in physical play outdoors. They use an appropriate range of play equipment including a climbing frame, hoops and bean bags to develop their coordination and throwing and catching skills.

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

The manager has put in place suitable systems to ensure that all staff working in the club are carefully checked and suitable to work with children. The premises are secure and there are good procedures in place to ensure that children are unable to leave the premises without a suitable adult. Children play in a safe environment where staff are

vigilant and use risk assessments appropriately to reduce the risk of hazards. There are clear procedures in place for in the event that children are not collected on time or get lost when out on trips. The manager has a sound knowledge and understanding of child protection issues and she supports the staff to ensure that safeguarding procedures are known and implemented. This supports the welfare of the children. The manager has made sure that most of the required documentation to promote the safety and welfare of the children is in place. However, not all records are well maintained and this means that the requirements of the Early Years Foundation Stage Framework and the Childcare Register are not fully met. For example, on a number of occasions, children's departure times are not recorded in the daily attendance record as required. This means that in the event of an emergency evacuation staff will not be certain of the children that are in attendance. However, as there are only a few children currently attending, this limits the impact on them.

The manager holds occasional briefing sessions with staff to support them in implementing procedures, which contributes to children's health and safety. As a result of this, the manager is starting to provide staff with opportunities to attend relevant training. The manager demonstrates a sound knowledge and understanding of the learning and development requirements and works alongside the staff to deliver an appropriate educational programme for the children. The manager has started to evaluate the provision and has identified areas of strengths and weaknesses in practice. The manager and staff plan to develop the resources for outdoor play. They demonstrate sound commitment to improving the outcomes for children.

The staff are developing positive relationships with parents by making them feel welcome when they arrive to collect their child. Staff give daily feedback to parents about how their child spent their time at the club and consequently this helps to promote continuity of care for the children. Parents' written compliments indicate that their children are happy to attend. They say the staff are friendly and also that the staff always ensure that messages from the school are passed onto the parents. Parents receive clear written information about the club's policies thus enabling them to become aware of the procedures for their child's care. However, parents are not yet able to put forward their own views about the services on offer for their child to support the continuous improvement of the club. The club has close links with the school and works in partnership with teachers to support the children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept) (Compulsory Childcare Register)
- Take action as specified above (Voluntary Childcare Register)

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. |

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| 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 | EY452477 |
| Local authority | Barking & Dagenham |
| Inspection number | 880458 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 4 - 11 |
| Total number of places | 32 |
| Number of children on roll | 2 |
| Name of provider | Caroline Pibworth |
| Date of previous inspection | Not applicable |
| Telephone number | 07904 581 292 |

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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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