

# The Sunshine Club

John Rankin Infant & Nursery School, Garford Crescent, NEWBURY, Berkshire, RG14 6EX

## Inspection date

Previous inspection date

28/01/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children are active, confident and enjoy attending this welcoming nursery. They show a strong sense of security and behave very well.
- Staff have a good understanding of the Early Years Foundation Stage and how children learn best through play.
- Children settle well and form strong relationships, as a result of a consistent key person system and warm positive staff interactions.
- Children benefit from an exciting range of activities inside and out of the club, including time in each of the activity play rooms.

### It is not yet outstanding because

- Children's independence is not fully promoted at snack times to allow them to choose what they would like to eat and learn valuable skills, such as pouring their own drinks.
- Children who enjoy exploring with technology are not given enough opportunities to do this.

## 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.

## Inspection activities

- The inspector observed activities and quality of teaching in the playrooms and outdoor play area.
- The inspector looked at children's assessment records and planning documentation.  
The inspector spoke with the staff and management to assess their suitability and
- understanding of the clubs policies and procedure, qualifications and their knowledge and understanding of the EYFS requirements.
- The inspector took account of the views of parents.

## Inspector

Tracy Bartholomew

## Full Report

### Information about the setting

The Sunshine Club registered in 2012. It is run and operated by The Governing Body of John Rankin Infant School in Newbury, Berkshire. The facilities used are the hub within the school premises and the schools' outside grounds. The club is registered on the Early Years Register and may care for 20 children in the early years age group at any one time from the age of two years. The club offers wrap around care, which includes a breakfast and after school club, pre-school and day care. The club is open from 8am until 6pm for 52 weeks of the year. There are four members of staff, including the manager, who work

with the children, of whom three are qualified at level 3. The club also receives support from teachers, bank staff and other professionals from the West Berkshire Early Years Development and Childcare Partnership.

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

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

- improve opportunities for children to increase their understanding of the world by accessing technology resources during free play, such as torches, transistor radios and computers.
- consider ways to strengthen children's growing independence, for example, by providing opportunities for them to pour their own drink and select their fruit at snack time.

### **Inspection judgements**

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

Children are confident and secure. They make good progress in their learning because the staff are committed and work very well together. Children benefit from time within the two activity rooms which provide different experiences, including water play, mathematical games and art activities. This engages the children in purposeful learning experiences throughout their day.

Staff plan a good range of adult-led and spontaneous activities to promote children's learning through play. They use a good system of observation and assessment to clearly show how children are progressing in line with their ages and stage of development and to close any gaps in their achievements. Observations are used to identify the children's next steps in learning and linked to the planning to enhance children's learning needs. As a result, all children make good progress in relation to their starting points across the seven areas of learning. Staff have a good understanding of the prime areas of learning and the importance of these in supporting young children's early learning and development. Staff complete the two year progress check for each child in this age group and share the information with their parents.

Children benefit from skilled staff who engage and play well with the children. They listen well to children and respond to their suggestions, questions and interest. For example, when younger children are playing with the felt animal shapes, they mimic the noises of

some animals. However, they become stumped by the noise the elephant makes. A staff member responds to this quickly, demonstrating the elephant noise and action, which results in eruption of giggles from the children and them all copying her. Children benefit from small group activities in which staff ask open questions and allow children time to think and respond. They focus well in these small groups and discuss numbers, days of the week and special events.

Both rooms are set up to encourage children to be active learners. Colourful and creative areas are available to support children's learning, such as a comfortable seating near the book area and cushions accessible near to newly positioned mirrors. Overall, children's independent learning is well supported as resources are stored to promote self-selection. This enables children to make their own decisions about their play. Children have access to a generally good range of resources and play opportunities which support the seven areas of learning. However, the children currently have fewer opportunities to develop and extend their investigations skills using simple technology resources.

Children are confident, happy and eager to try new experiences. For example, children enjoy balancing games in the playground. Their creative thinking comes into action as they explore how they can move and balance with a bean bag on their heads. Early writing skills are developing well as children experiment with paints, white boards and crayons. Children listen and participate well in tidying up songs and respond enthusiastically to group story time. Staff encourage the children to experiment with shapes and sizes as they fit together jigsaws and work out the best way of building a tower. This supports their early mathematical skills and counting well. Children are proud of their creations and eagerly present them to their parents at the end of the session. Children are happy and enthusiastic in their achievements, gaining important skills to support their future learning. Overall, staff provide appropriate support to prepare children for their transition to the school environment. Some of the teachers work with the club staff, providing continuity in children's care and education.

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

The staff maintain an effective key person system, which enables them to know the children very well. All children are confident, happy and eager to learn and have clearly formed trusting relationships with staff and their peers. Children show a sense of belonging as they explore equipment and interact well with each other, for example, when playing in the role play area. Staff use effective strategies to manage children's behaviour. For example, they sing a tune when they want the children to tidy up, stop and listen. The children respond well to this and behaviour is very good.

The environment, in which the children play, is clean and well maintained. The rooms are attractive and conducive to active learning. Children confidently explore the toys and resources on offer and make additional choices from the labeled low level storage boxes.

Children manage their own personal needs confidently and understand the importance of washing their hands. They learn about their own safety as they confidently master how to

safely step up and down steps and how to correctly use scissors during craft activities. Children's independence skills are generally well promoted to aid their dispositions for the next stage of learning in school; for example, as they try to put their outside clothing on. However, during snack times staff do not currently provide opportunities for children to pour their own drinks and choose their fruit. Nevertheless, children enjoy healthy snacks and those who stay for lunch can either bring meals from home or enjoy a hot meal from the school. Children benefit from regular physical exercise both indoors and outside daily to encourage their healthy lifestyles.

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

The leadership and management team have high aspirations for good quality care. They accurately identify priorities for the future through an effective self-evaluation process and work with the school to enhance the provision. The management team has a good awareness of the recruitment and induction systems. Appraisals and meetings with the staff are regularly undertaken to provide consistent support to the staffing team. In addition, managers work in the setting and offer support and training to promote consistency in children's care and learning. The club provides a welcoming environment for all children, parents and visitors. The rooms and main entrance offer a good range of displays, information and resources for parents.

The management fully understand their role and responsibility to promote children's welfare and to protect children in their care. They ensure that the safeguarding policy is implemented throughout the setting. All staff have a suitable understanding of how to safeguard children from harm and are very attentive when supervising activities. They understand the child protection procedure and conduct effective risk assessments to minimise hazards to children.

The staff team is committed to working in partnership with others and with parents. They have developed good methods to promote three-way communication and maintain continuity of care for the children. Parents and carers receive a good verbal handover on how their child has been and this is supported by daily notes. Parents are very much encouraged to contribute their thoughts about the provision to the evaluation process through questionnaires. Any suggestions are taken on board and lead to proactive changes. Parents are very happy about the service provided and comment on the 'lovely staff', they report that their children 'love attending'.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs
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		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>	EY448500
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	811969
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27

<b>Name of provider</b>	The Governing Body of John Rankin Infant & Nursery School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0163542376

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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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