

Pioneer Childcare Limited

The Albemarle Centre, Appledore Gardens, Lindfield, HAYWARDS HEATH, West Sussex, RH16 2AQ

Inspection date	17/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The well managed provision and staff's clear knowledge and understanding of how children learn promotes children's achievements well.
- The key person system helps children form secure attachments and promotes their well-being and independence.
- The sociable and welcoming environment provided encourages children to develop cooperative play across varying age groups, and this strongly promotes children's relationships.
- Children are effectively safeguarded because there are clear policies and procedures, which are understood by all staff and implemented consistently.

It is not yet outstanding because

- The outdoor environment is not currently used to its full potential to benefit children further in their play and learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 with the children in the club both indoors and outside.
- The inspector had discussions with management, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector gained evidence through observing staff with children, through discussion and from viewing a range of documentation.

Inspector

Shan Jones

Full Report

Information about the setting

Pioneer Childcare Limited registered in 2012. It operates from The Albemarle Centre, within Oathall Community College campus, in Haywards Heath, West Sussex. The setting is accommodated on the ground floor. During term time, care is offered from 7am to 8am for the breakfast club, and 3pm to 6.30pm for the afterschool club. The holiday club is open during school holidays, Monday to Friday from 7am to 6.30pm. The club also provides care for children on school inset days. There are currently 50 children on roll, 25 of whom are in the early years age range. The provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. All children share access to a secure enclosed outdoor play area. The setting employs eight members of staff, of these four of these hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- enhance the outside environment to enable children to access a balanced range of resources to support their all round development.

Inspection judgements

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

All staff have a good understanding of the learning and development requirements and effectively provide a range of activities to support children's learning. Children are cared for in a safe and stimulating environment where they feel secure and very happy. They are involved in a good range of activities, which are provided according to their skills and interests. The atmosphere within the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where they play and who with. They place a strong emphasis on learning through play, having fun and building positive relationships. Children are allocated a key person who spends time getting to know them well and assesses their developmental starting points. Each child is recognised and respected as an individual, and staff ensure their specific care and learning needs are met. Staff share with the parents and children the 'All About Me' form to enable them to provide information about their family and their likes and dislikes. This assists the key person to assess children's starting points accurately and encourages parents to be involved in their child's learning from the onset. As a result, future learning experiences consistently match children's care and learning needs. Staff have established good systems to show that they regularly observe

the play and activities of early years children attending. They have created individual records of learning to share with parents and the school, and this helps to identify any gaps in children's progress. Staff explain how they use their observations to measure children's progress and this helps all involved in the children's care and learning to work consistently together to support their achievements. It shows that staff clearly recognise children's essential skills and they continue to promote these through everyday routines and through activities that children choose. Planning is securely based on the children's interests and ideas.

Children concentrate well on both self-chosen tasks and adult-led activities. Children use language effectively to communicate, initiate conversations, describe what they are doing and organise their play. Staff participate fully in child-led activities and show a keen interest in children's learning and development. For example, they extend children's learning by asking questions that make them think and encourage their creativity. Children are provided with a suitable range of toys and resources. They offer a range of set activities each day including fun outdoor games. In the main hall, children join in the lively game of dodge ball and have great fun dashing around avoiding the ball. In addition, children can access various games, puzzles, construction and imaginative play. They develop their free creative expression as they use a variety of collage and drawing materials. They have good opportunities to develop their counting skills while using games and puzzles.

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

There is a very relaxed feel in the club. The key person arrangements are successful in encouraging effective links between parents, staff and teachers at the school. Children develop friendships with each other and have positive relationships with staff. They work well independently, and in small and larger groups. There are clear expectations for behaviour. Older children behave in a responsible way towards children in the early years age group. Children are encouraged to show consideration towards those more vulnerable than themselves. Staff use a home-school-club reward scheme to consistently support children's behaviour. They hold discussions with parents around possible causes of disruptive behaviour and strategies that help the child settle. Staff positively praise children's achievements to raise their self-esteem and confidence. The staff team understands the importance of helping children to develop a strong identity and to feel good about themselves, their family and others. As a result, children gain self-assurance and confidence. Staff work in close partnership with surrounding schools to fully support children's move to the club. Children manage their personal care well, as they independently wash their hands before tea and take themselves to the toilet as needed.

Children's health is supported soundly as they benefit from balanced and nutritious home cooked meals. Children also demonstrate they understand the importance of eating healthily. They have opportunities to help prepare food, which supports their understanding further. Tea time is a social time for children to sit and chat with friends. They can help themselves to drinks of water at anytime, preventing them from becoming thirsty. Staff remind the children to drink frequently especially in the hot weather and

when playing outdoors. This promotes children's good understanding of caring for their bodies.

Children are happy to approach staff and talk to them about what they have been doing and to request new games or activities. Children make spontaneous choices from the varied range of toys and equipment available, such as art and craft resources, role play and construction toys. This enables children to initiate their own play and ideas. However, outdoor toys and activities mainly promote children's physical skills. As a result, they have fewer opportunities to freely select from a wider range of resources to fully promote their all round development while outside. Children play in safety and learn to behave in safe ways. They move around carefully and pay attention when staff remind them to be careful when playing ball games. Children have some good opportunities to extend themselves physically. They enjoy prolonged periods in the fresh air and all children confidently initiate their own lively and energetic free play. Younger children enthusiastically take part in the physical games as staff ensure they are fully included. This gives children a sense of belonging to the club and offers challenge in their learning.

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

The staff and management team have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. They have developed thorough systems to show younger children's development of essential learning skills and this effectively meets the learning and development requirements. Staff have clear processes of liaison with parents and the schools to enable them to recognise any achievement gaps and to work together to close these for individual children. Children are safeguarded as staff have a good understanding of how to recognise signs and symptoms that would raise their concerns about children's welfare, and the procedures to follow to manage these. Robust recruitment procedures are used to ensure that all adults working in the setting are suitable to be with the children. Staff further their professional development by attending regular in-house training. They show a strong commitment to their role as they pursue higher qualifications. Weekly visits to the club from the senior manager within the company help to maintain a good standard of practice. The management team closely monitor record keeping, such as risk assessments and accident records. Procedures to identify children expected in the club each day are rigorous and there are clear systems in place for monitoring children's arrival and attendance. Thorough record keeping has a positive impact on children's safety.

Parents receive good information about the club, including copies of all policies and procedures. Staff share information with parents on a daily basis about children's activities at the club. Parents state that they value the service the club offers and praise how well the club is organised. They state that their children really enjoy attending and come home very happy. Good strategies are in place for working alongside schools, and outside agencies if required. This ensures children receive good quality interventions and promotes a consistent approach to meet their learning and care needs. There is a clear process of self-evaluation that takes into account the views of staff, children and their

parents. Self-evaluation identifies the club's strengths and clear plans for improvements, such as access to further training and development opportunities. The views of staff, parents and children are also used in making adjustments and changes where necessary. This has a positive effect in making continuous improvements to the quality of the provision.

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 action. 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	EY457613
Local authority	West Sussex
Inspection number	897022
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	25
Name of provider	Pioneer Childcare Limited
Date of previous inspection	not applicable
Telephone number	07793974577 or 01444458538

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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, which are usually the childminder's 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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