

Sunshine Kidz Zone

Ashmount Primary School, Crouch Hill Park, 83 Crouch Hill, LONDON, N8 9EG

Inspection date

Previous inspection date

07/10/2013

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

- Staff know their key children very well and form secure attachments with them. This support results in children being confident, settled and keen to explore.
- Children enjoy using a good variety of large resources in the exciting outdoor play adventure area; as a result, they develop many physical skills.
- Partnership with parents is strong. Therefore, children feel secure and are eager learners.
- Staff adopt a calm and respectful approach to children. As result, children behave very well.

It is not yet outstanding because

- On occasion, staff do not encourage children to compare, group and describe different sized items, to fully develop their understanding of shape, size or differences.

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 children and staff engage in activities inside and outdoors.
- The inspector held a detailed discussion with the manager.
- The inspector spoke to members of staff about policies and procedures, planning and the progress children make.
- The inspector looked at children's observation, tracking and assessment records, planning documentation and a range of other setting documentation.

Inspector

Anahita Aderianwalla

Full Report

Information about the setting

Sunshine Kidz Zone registered in 2013. The afterschool provision is run by the same provider as Hornsey Community Centre. The after school club opens from 3.30pm - 6.30pm for 39 weeks of the year. During the holiday, the holiday club times are from 8am to 6.30pm. The after school club and holiday club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from one room in the Cape Community Building. Children have access to a large outdoor play area. Currently, there are 12 children in the Early years age range, who attend. There are five members of staff who are all suitably qualified with Early Years and Play work qualifications.

What the setting needs to do to improve further

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

- encourage children to compare, group and describe different sized items, consistently, during planned activities and throughout the daily routine.

Inspection judgements

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

Staff have a good understanding of how children learn and plan effectively to extend and develop their early learning and recently acquired skills. They observe children to find out about their interests in order to plan activities or experiences to enhance their learning. Staff regularly include children's interests and add this to the daily planning. Children's progress is monitored through observations with next steps planned to ensure that children are making the necessary progress and are ready for school.

Staff have high expectations of all children because they discuss with parents what they can do before they start at the setting in order to plan for their learning needs. The setting works effectively with parents to support their child's individual needs and discuss their progress. They encourage parents to support and share information about their child's learning at home by way of a regular communication with their child's key person and parents to contribute to their own children's observations and comment on what they do at home. This two-way flow of information and shared knowledge enables them to plan together and think through ideas of how to move their child forward.

Staff provide a broad and interesting range of activities for the children in their care. Children help themselves to a good range of purposeful resources that enable them to

play and engage for long periods of time. The quality of teaching is good. Staff plan purposeful activities that ensures all children are involved in shared activities, helping them to include one another in their play. For example, they have small circle group times, with their key person as soon as they arrive. They greet each other and are able to discuss their day at school and how they are feeling. Staff incorporate skilful ways to allow children to develop confidence as they learn to speak and listen to each other with respect. Staff listen carefully as children express themselves through meaningful conversations as they ask open ended questions and challenge them to think of consequences that may occur if they do not treat each other with respect. This enables all children to behave well and understand the importance of turn taking and positive relationships.

Children enjoy using a good range of books, and take enormous pleasure from listening to stories. Staff use a variety of storytelling techniques, such as varying their pitch and tone, to ensure that children remain enthused and engaged throughout. The careful use of pitch and tone used by staff allow children to become involved and give real meaning to what they are listening to.

Children have good opportunities to engage in a range of creative play, as they draw, colour and cut shapes with a variety of different scissors, pens and coloured pencils. In addition, they roll, and use a variety of cutters, as they play with home- made dough. Staff give plenty of opportunities for children to practice their early writing skills. They all are encouraged to write their name and have their own books, where they can draw or express themselves and develop their early literacy skills. These experiences compliment children's learning at school.

Children play with puzzles, and games that challenge them to develop their mathematical skills. Staff use snack time as a good opportunity to further discuss and extend learning. For example, maths is promoted through children asking for their bread to be cut into specific shapes, such as triangles and squares. Children play with large magnetic boards with different sized wooden 2D shapes pieces. Staff sit and help children as they name the different 2D shapes, as they create pictures with magnetic wooden pieces. However, staff do not always extend their learning by planning opportunities for children to describe, compare or group different sized shape pieces. Children have good opportunities to practice their skills on the computer and games consoles, as they wait patiently for their turn to play age appropriate games. They confidently use the mouse, as they play complex technological games on a variety different consoles that require very good hand and eye coordination.

Children have wonderful opportunities to engage in an exciting outdoor adventure area, where they are able to access a variety of physical outdoor equipment. They have access to a playground where they can play ball games, skip or use a wide range of equipment that helps children use both their large and small resources. Staff have planned a wide range of broad and exciting outdoor activities that give children plenty of opportunities to extend their imaginations and physical skills such as climbing trees, and building tents or simply engaging in imaginative play in the new outdoor play house. Children learn about growing fresh herbs as they grew their own cress to use in their sandwiches. This gives

them a wider understanding of how changes in nature, and plant life.

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

Staff support children's emotional development well as they help them to develop secure, trusting relationships with each other and the staff. A successful key person system ensures staff find out about children's preferences and their daily routines by gathering good information from parents. All the staff are known to the children as they work in the school, resulting in robust relationships and continuity of care. Good settling-in procedures, tailored to each child's needs, means the move between school, home and the setting is a positive experience.

Staff offer good support so children know what is expected of them in terms of behaviour and working with others. Staff encourage children to talk about the rules of behaviour when playing outdoors in the adventure area. They give clear guidance, for example, by reminding children to share and help each other. Consequently, children's behaviour is good.

Staff encourage children's independence well through tidy up activities and during snack times. Children are confident and express themselves well, and are encouraged to think about how to keep safe. Staff are vigilant about children being safe, particularly outside where children play on the very large adventure play area and use large equipment. Staff encourage children to remember the rules and gently remind younger children about being careful. This helps children learn to be responsible for their own safety.

Staff have a good understanding of health and nutrition for young children and provide snacks and drinks. Snack time is a very positive and social experience, children collect their own drink and they all put away their plates in the designated area. They independently prepare their own snacks as they make a variety of sandwiches to eat in the session. They choose from fillings such as, ham or chicken slices and spread jam with appropriate safety knives. This builds on their independence skills and further contributes to their school readiness.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are well met because the setting has a comprehensive set of policies and procedures in place to support staff and parents. Staff understand and recognise their roles and responsibilities in keeping children safe. They are aware of the procedures to follow should they have concerns about the welfare of a child or concerns over the behaviour of a member of staff. Rigorous daily checks of equipment and risk assessments for premises and outdoor play areas are carried out to keep children safe.

Supervision arrangements are embedded well and regular meetings allow staff and the

management team to discuss aspects of performance. The manager places importance on allowing the staff to continue their professional development. A training plan is in place, so all staff complete mandatory training at the expected times, as well as other available training. Therefore, staff have the experience, qualifications and skills to provide them with good quality care and education. There are robust vetting and recruitment procedures in place to safeguard children.

Leadership and management is effective because the manager has a good understanding of monitoring and evaluating the setting. Self-evaluation is in place and helps the manager identify strengths and areas of development to work on to improve services for children. She has set action plans to improve outcomes for children. Staff are planning to develop a variety of outdoor projects, with the local community, such as develop a roof garden, and plan more projects that allow children to have new outdoor experiences, like, tree climbing. The manager accurately monitors children's progress and is clear where all of the children are, in terms of the age and stage of their development. She uses all the information from teachers, such as the End of Year profiles to ensure targets planned are appropriate for every child.

Parent partnerships are effective. Parents are well informed of their children's progress and they have planned meetings with parents so that they can discuss progress and identify any concerns should they arise. The setting share detailed policies and provide a suggestion box for parents to make comments if they wish to. Parents are encouraged to come in and enrol themselves in activities, so that children can feel included and learn about the wider world. Parents are kept up-to-date through daily communication with key persons and are now starting to be kept informed through newsletters and email.

Links to external agencies are good, as the staff all work at the local school; they already have robust relationships with the teachers. Hence, continuity of care is very well established. The setting also work closely with the local early years advisor and make use of other specialist services for children should they require. This ensures the after school club is able to meet the individual needs for the children whom attend.

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	EY459230
Local authority	Islington
Inspection number	907859
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	35
Number of children on roll	12
Name of provider	Hornsey Lane Estate Community Association
Date of previous inspection	not applicable
Telephone number	020 7272 5938

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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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