

Bradfield Sunshine Club

Bradfield Village Hall, Southend, Bradfield, Reading, Berkshire, RG7 6LG

Inspection date

04/11/2014

Previous inspection date

24/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 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 requires improvement

- Staff base activities on children's ideas and interests.
- Children behave well as staff use consistent and clear boundaries.
- The promotion of children's personal, social and emotional development is a strength within the club and this is reflected in the warm, caring relationships that exist between children and adults.
- Staff have good relationships and communication links with parents and school staff.

It is not yet good because

- Monitoring of safeguarding arrangements is not robust. The manager is unable to confirm that all vehicles used to transport children are adequately insured. In addition, the safeguarding policy does not include the required guidance for staff about the safe use of mobile phones and cameras.
- While all staff are subject to appropriate checks when they start at the out-of-school club there are no arrangements to monitor their continued suitability during their employment.
- On arrival younger children are not able to quickly settle at activities as staff take time to set out resources. As a result they sometimes become restless and bored.

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 talked with the play leader and members of staff.
- The inspector viewed a sample of documentation including evidence of staff checks, risk assessments, some policies and children's registration details.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector and play leader jointly observed children at play.

Inspector

Susan May

Full report

Information about the setting

Bradfield Sunshine Club registered in 2001. It is run by a voluntary committee made up of parents and operates from the village hall in Bradfield, in Reading, Berkshire. The club has the use of two group rooms as well as a bathroom and a kitchen. There are outdoor play areas adjacent to the hall. The club is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently 81 children on roll, 15 of whom are in the early age range. The club is open before school between 8am and 9am and after school from 3pm to 6pm each week day during term time, with the exception of Thursday afternoon when it is run from a local school site. The club also offers holiday care during school holidays and details are advertised for parents in advance. Children are collected from some local schools by minibuss and a private vehicle. There are four members of staff, one of whom holds an appropriate play work qualification.

What the setting needs to do to improve further

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

- ensure the safeguarding policy covers the safe use of mobile phones and cameras
- implement robust systems to monitor the ongoing suitability of any person caring for, or in regular contact with, children
- ensure that all vehicles used to transport children are adequately insured.

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

- improve the organisation of the initial part of the session so that younger children are able to quickly settle at activities when they arrive.

Inspection judgements

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

Children attending the out-of-school club arrive from several different schools and greet staff and each other happily. Children follow routines that are familiar to them as they hang their coats and bags on pegs. The hall is bright and staff make it welcoming as they display children's work and information about the club on a large notice board. Staff are not able to set out equipment prior to children's arrival. However, they have not

considered other ways to provide purposeful activities to involve children from the onset. As a result, while some children initiate their own physical games, on occasion younger children wander round without purpose waiting to access the resources.

Children select the toys they want to play with from a selection that is age appropriate and covers all areas of learning effectively. Some activities are adult led. At other times children are able to try things out for themselves with staff on hand to offer support as needed. For example, staff help young children to use the glue and sticky tape as they design and create their pieces of art. Staff seek information from parents about children's starting points to fully understand their individual needs. Staff seek children's views about future activities and events. This means they are able to offer activities that are of interest and provide suitable challenges.

Staff talk to children as they play, encouraging them to talk about what they have been doing at school and what they do at home. This helps to extend children's conversational skills and makes them feel valued as staff listen to their responses with interest. Staff provide books for children that are age appropriate, and can be used both for pleasure and reference. Staff promote children's physical development as they offer activities, and resources that encourage children to control tools such as scissors and pencils. Children have opportunities to play active games, including indoor hockey, and have use of the large field and play park in the village hall grounds for outdoor play. Children enjoy imaginative play using toys. For example, several children build a train track, and work together as they chat about who and what is on the trains and where they are going. Games and activities, such as construction help children's increasing mathematical knowledge. Children problem solve in their play. For example, they concentrate well on an activity to build a rocket using straws and then work out how they can extend it by adding additional pieces.

Children develop positive skills as they play well together, and have good relationships with staff and each other. This helps them develop a sense of belonging, and builds their confidence and self-esteem. Staff know the children well, and recognise whether the progress they make is in line with expected targets for their age and stage of development. All the children attending are at school full time. Staff have effective relationships with teachers at each school to keep up to date with what the children are learning in class. They exchange information regarding what the children need support with, this helps promote continuity in their care and learning.

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

A positive aspect of the club is the caring relationships between staff and children. This promotes children's personal, social and emotional development well. Children enjoy each other's company and behave well as staff consistently promote firm but fair boundaries. This helps children understand right and wrong. When staff finish setting up the environment children have free access to toys and resources that are well maintained, attractively presented and easily accessible. This helps to develop their independence as they choose what they wish to play with. Children know the routines of the club and older

children show care for the younger ones as they include them in their play. Staff value all children and their families, and celebrate festivals and events that are important to them. As a result children begin to find out about the lives of others as they recognise similarities and differences in each other.

Children begin to learn about keeping themselves and others safe. For example, when a child asks for the indoor hockey equipment a member of staff asks how many children there are playing in the hall and would it be a good idea to play hockey? The child thinks for a moment and then says there are too many and will play later when some of the children have gone home. The member of staff praises the child and says that is a very sensible idea. However, weaknesses in some elements of the safeguarding arrangements mean that staff are not able to provide children with fully clear messages about safety.

Children move around freely in the play spaces indoors, and have opportunities for fresh air and exercise as they walk to and from school and use the field and play park. Children understand about keeping themselves healthy as they wash their hands of their own accord before meals. This demonstrates they are aware of how to follow good hygiene routines. Staff know children's individual preferences and dietary needs. They encourage the children to gain good self-care skills. Children take responsibility as they decide what they want for tea from a selection of healthy choices and pour out their own drinks. This helps promote good future eating habits. Children sit, and chat together with their friends and staff making mealtimes social and enjoyable occasions.

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

The out-of-school club provides children with activities to complement and enhance their learning at school. Those who wish to can complete any homework tasks with a staff member. Planning is flexible as children choose activities, which interest and engage them. Activities are broad, balanced and reflect the children's interests. There are informal discussions each day, and staff work well as a team understanding their responsibilities and duties.

In many aspects safeguarding arrangements are appropriate. The play leader and staff understand the signs, and symptoms that may indicate a cause for concern. They are confident in their knowledge of the correct procedure for referring any concerns appropriately. Staff undertake risk assessments to identify hazards and to help ensure children play in a safe environment. However, there are elements of safeguarding procedures, which are not fully robust. Recruitment arrangements include checking staff suitability when they first start. However, there are no arrangements to monitor their ongoing suitability throughout their employment. The manager does not inform staff of their responsibility to notify her of any changes in their suitability. In addition, while all insurances and licenses are in place for staff who drive the minibus, the insurance and driving license of staff using a private vehicle are not regularly checked.

The play leader conducts appraisals of each staff member to identify any training needs.

She receives strong support from the committee and staff team. Action has been taken to meet recommendations arising from the last inspection. There are now door alarms to ensure that no one can enter or leave the building without staff being fully aware. The complaints procedure is now available to parents and includes details of Ofsted, the regulatory body. Children receive healthier options at meal times and there has been an update to the child protection policy. Management and staff form a close knit team, and regularly meet to discuss and monitor the provision. They talk to parents to seek their views and, where appropriate, take action in response to the feedback they receive. Staff ask the children what they would enjoy at the club in future. Parents comment favorably on staff commitment and dedication to providing children with a welcoming environment. They praise the friendly atmosphere and are pleased that their children have opportunities to try a range of activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	955530
Local authority	West Berkshire (Newbury)
Inspection number	842423
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	81
Name of provider	Bradfield Sunshine Club Committee
Date of previous inspection	24/11/2009
Telephone number	07946 634694 or 01189 744712

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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