

Inspection of Sun And Moon Playcare Scheme

William Ford Church Of England School, Ford Road, Dagenham, Essex RM10 9JS

Inspection date: 7 January 2020

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy a wide range of activities, and they are happy and keen to attend. Staff involve children in the planning and ensure that activities meet their different interests. Children form strong friendships and enjoy one another's company as they take part in activities such as games, craft and sports. This supports them to develop their social, physical and creative skills. Staff engage with children enthusiastically during meaningful conversations, listening to their views and opinions. They hold in-depth conversations with children about their lives outside of the club. Children are confident communicators. They feel safe and secure, and new children settle well with the support of staff. Children fully absorb themselves in imaginative play. For example, they pretended to make a cup of tea and stood at the cash till and declared, 'That would cost fifty pence'. Children listen well to instructions provided by staff. They happily cooperate as they play with friends of different ages. Children are delighted when they complete creative projects successfully. For example, they cut pom-poms into different shapes to stick on a card to make a calendar. Children display pride in their completed pieces of artwork when they show them off to staff.

What does the early years setting do well and what does it need to do better?

- The provider and staff work in partnership with the host school. They gather a good level of information from the school about the children in their care. This is particularly valuable to ensure that children with additional needs receive the support they need to make good progress.
- The provider and staff create a calm and relaxed environment. They create particular areas for different activities so that children are able to play without disruption from others. Children focus well on their chosen activity and complete it before moving on to another. Children respond well to familiar routines. However, at times, staff do not consistently encourage children's independence during snack time.
- Staff help children to extend their understanding of technology. They complement children's school learning as they guide them through using familiar interactive games. For example, children confidently play chess. They collaborate and talk to their friends to find the right answer.
- Staff foster strong partnerships with parents of children who attend the club. They demonstrate this when they hold informal conversations with parents at the end of the day. Parents are made to feel welcome on arrival, and they feel comfortable to ask questions.
- Staff promote healthy lifestyles. Children enjoy playing outdoors and have a good range of equipment and resources that challenge their physical skills. For example, they use the school gymnasium and take part in many activities such

as music and dance. Children challenge each other and claim that they 'can do a thousand star jumps'.

- Children form close attachments to staff. Staff remain nearby when Reception-age children use the toilet, just in case they need additional support. Children feel secure in their presence and invite them to join in their play.
- The manager and staff support children's behaviour well. Children know the consequences if the setting rules are not obeyed. The manager and staff keep the school and parents updated regularly. Children receive praise for good behaviour and their achievements.
- Parents speak positively about how their children enjoy attending, and the activities that staff provide. They feel that their children are well cared for and that staff are always willing to help. Parents state they are very happy with the care that their children receive, and children say they enjoy attending the club.
- Leaders place a high priority on ensuring the suitability of staff. Procedures for employment, supervision and ongoing training are in place. Leaders undertake evaluation of the club's strengths and weaknesses. Leaders include the views of staff, parents and children.
- Staff ensure they plan activities according to children's interests. They use information available to identify the ages and needs of the children who attend. Staff discuss with children their favourite activities and take this into account in their planning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident to share information about safeguarding with the management team. They also know how to alert appropriate external professionals if they suspect a child is at risk of harm. Details of any accidents or incidents are logged by staff. Staff risk assess all activities and equipment daily. Staff set clear rules and boundaries to help children to keep themselves safe. Appropriate policies and procedures are in place to ensure a strong safeguarding culture, including with regard to the use of mobile phones and cameras at the setting. Staff deploy themselves well and are vigilant when supervising children.

Setting details

Unique reference number	EY550520
Local authority	Barking and Dagenham
Inspection number	10133766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	24
Number of children on roll	45
Name of registered person	Sun and Moon Playcare Scheme Limited
Registered person unique reference number	RP909942
Telephone number	07904 581292
Date of previous inspection	Not applicable

Information about this early years setting

Sun and Moon Playcare Scheme registered in 2017 and is situated in Dagenham, in the London Borough of Barking and Dagenham. It is open each weekday from 7.30am to 9am, and from 3pm to 6pm, during term time only. Eight staff are employed to work with children on a part-time basis. Of these, four hold early years qualifications at level 3, and two hold level 2.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector and the manager conducted a learning walk of the areas used by the setting to find out how they are organised, and to consider the range of activities provided indoors and outdoors.
- The children and parents held discussions with the inspector, who sought their views on the setting.
- The inspector checked a sample of documentation, including evidence of staff suitability and training.
- The inspector observed interactions with staff and children, indoors and outdoors.

We carried out this inspection 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.

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