

# Inspection of Sun & Moon Playcare Scheme

Hunters Hall Primary School, Alibon Road, Dagenham, Essex RM10 8DD

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Inspection date:

6 December 2021

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The setting offers a welcoming environment, where children feel happy and confident. Children are excited as they greet staff when being collected at the end of the school day. Children are settled and share close relationships with the staff. This helps them to feel safe and secure. Parents do not currently come into the setting, due to the COVID-19 pandemic. Children are excited to share their experiences with their parents and talk about who they have played with.

Children have plenty of opportunities to play outdoors to develop their physical skills, they enjoy running, jumping and playing games with one another. Children's behaviour is good. They are kind and considerate towards each other. Children share resources, take turns and respect the feelings of others.

Staff are good role models to the children. Children show respect for the environment by helping to tidy up, reminding others to cover mouths when coughing and wiping their feet when they come indoors. Parents value the setting and comment that they are 'happy' and 'pleased' with its work. Leaders and managers listen to parents. They use feedback from questionnaires to improve activities, such as helping children with their homework. This supports children to work together and share ideas.

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

- Staff plan engaging activities to build on children's interests. For example, children were excited to decorate Christmas trees. They shared experiences about putting their own trees up at home. One said, 'I decorated my tree with my mum and sister'. Children were proud of what they had made and showed their parents when they were collected.
- Children enjoy the healthy snack of sandwiches with fruit and are encouraged to make this independently. Staff are aware of children's allergies and dietary requirements and ensure these are met. Children wash their hands regularly and understand why this is important 'to keep them clean and get rid of germs'.
- Parents get daily feedback about their children. They say that since starting, their children have developed their personal and social skills, as they are mixing with younger and older children. However, parents indicate that they would like more information about the setting and what activities are being planned, so they could feel more involved.
- Children talk about their feelings and what makes them happy and sad. They think about their actions to others, such as being too close to their friends. They understand that this is not always wanted and respect their friends who ask them to 'step back please'.

- Children with special educational needs and/or disabilities settle in well, and enjoy playing with their friends. Staff support them to develop social and independence skills. Staff work in partnership with teachers at the school. They share information to ensure continuity of care. Children who speak English as an additional language make good progress and use both English and their home language with confidence.
- Children share experiences of what they did on the weekend, such as 'I went swimming' and 'I played football in the park'. They share thoughts on how they can extend their play. For instance, they said, 'We can put the track here; this will make it longer'. On occasions, staff do not support children's developing language through conversations to enable their vocabulary to be built upon and extended.
- Staff receive guidance and support from leaders and managers. They put in place and follow policies and procedures, to ensure the setting runs safely. Leaders carry out regular supervision sessions with staff to reflect on their practice. Staff are keen to improve and develop. They agree to programmes of continual professional development. This creates a team of happy staff, who talk about how they enjoy their work.
- The premises are secure, and the manager has recently reviewed risk assessments to ensure the setting is safe. These are followed by staff. Children cannot leave unsupervised and unexpected visitors cannot gain access. Children wear high-visibility clothing, so they are easily identified as belonging to the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of procedures to keep children safe. All staff have completed safeguarding training to help them identify when a child may be at risk of harm and abuse. The manager has completed training for the designated lead. Staff know how to report concerns. Leaders have effective systems in place to ensure staff working with children are suitable. Staff closely supervise children and provide a secure environment to ensure children remain safe. Staff talk to children about risks and hazards as they play. Children talk confidently about keeping themselves safe and are aware of online safety.

## Setting details

<b>Unique reference number</b>	EY315975
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10214896
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	23
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Sun and Moon Playcare Scheme Limited
<b>Registered person unique reference number</b>	RP909942
<b>Telephone number</b>	07970389840
<b>Date of previous inspection</b>	29 September 2017

## Information about this early years setting

Sun & Moon Playcare Scheme registered in 2005. It operates from Hunters Hall Primary School, in the London Borough of Barking and Dagenham. The club opens Monday to Friday from 2.55pm to 6pm, during the school term time. The provider employs four members of staff, including the manager. Of these, three staff hold appropriate early years qualifications.

## Information about this inspection

### Inspector

Nelam Pooni

## Inspection activities

- This is the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders and the inspector carried out a learning walk across all areas of the setting and talked about what they wanted children to learn and how they keep children safe.
- The manager and inspector completed a joint observation.
- The inspector held discussions with the manager, leaders, staff and children during the inspection.
- Parents shared their views with the inspector and communicated their experiences of the nursery. The inspector also viewed written feedback from parents.
- The inspector observed children at play throughout the setting, both indoors and outdoors.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, Disclosure and Barring Service checks and first aid.

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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