

Sunbeam Club

Parkland Primary School, St. Thomas Road, WIGSTON, Leicestershire, LE18 4TA

Inspection date

16/12/2013

Previous inspection date

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

- Teaching in the out of school club is good as staff get down to children's level and question them effectively to help extend their spoken language, think critically and ensure that they are actively engaged in the range of activities available.
- Partnerships with parents and the school children attend are well established and make a strong contribution to meeting children's needs.
- Well-established routines ensure children feel safe, behave well and are confident.
- Children are well settled, happy and content at the setting. This is because they have built strong attachments with practitioners.
- Children are safeguarded well in the setting because practitioners have a good understanding of the child protection procedures.

It is not yet outstanding because

- There is scope for children to further explore diversity to enable them to look more closely at differences, similarities and change, for example, through the use of resources or positive images within the setting.
- There is scope to further challenge children's already good physical skills in the outdoors.

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 in the club room and in the playground.
- The inspector spoke with children, staff and parents throughout the inspection and took account of their views.
- The inspector held meetings with the manager and the proprietor.
- The inspector looked at a sample of documentation, including policies and procedures.

Inspector

Alex Brouder

Full report

Information about the setting

Sunbeam Club was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a single-storey annex on the school site of Parkland Primary school in the area of Wigston, Leicester. The after school and holiday care facility serves the local school and area and is accessible to all children. There is an enclosed area available for outdoor play.

The club employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 5 and one at level 3. The after school club opens Monday to Friday during term time only. Sessions are from 3.05pm to 5.45pm. The holiday club opens Monday to Friday during school holidays. Sessions are from 9am to 3pm. The holiday club is closed for one week at Christmas, two weeks during the summer holiday and all Bank Holidays. Children attend for a variety of sessions. There are currently 22 children on roll, of whom seven are in the early years age group.

What the setting needs to do to improve further

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

- increase opportunities for children to look more closely at similarities, differences and change, for example, by providing access to a range of resources and images within the setting that reflect diversity, in order for children to value and appreciate similarities and differences
- increase opportunities for children to further develop their increasing hand-eye coordination and control in the outdoors, for example, through developing the range of resources for them to throw, catch, roll and kick.

Inspection judgements

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

Children thoroughly enjoy attending the out of school club. They chatter happily with one another as they arrive, settling and engaging in their chosen play activity. There is a good balance between adult-led and child-initiated activities, and children make independent choices about which activity to take part in and whom they play with. As a result, they are happy to attend. In addition, staff ask children and provide a suggestion board for them to use. Therefore, the range of activities provided reflect children's ideas and interests. Staff support children's language and communication well as they encourage them to think about their ideas as they play, asking questions with 'what if?' and 'why do you think?' statements. This allows children to share their ideas, thoughts and opinions. Interactions

between staff and children are very good. Staff clearly know the children well, which allows them to challenge children as they play and offer ideas to support their interests. For example, during an outdoor activity staff encourage the children to count from one to 10 as they balance on a beam and then from 10 to zero. As a result, children are active learners.

Children make marks in varied play activities, such as colouring, painting and messy play. They begin to problem solve as they sit in a small group playing games in which they must match pictures. Children initiate their own play and games, as they use a 'key' to power their space hoppers and 'zoom' around the room. Their creativity and imagination are well supported through a good range of resources, both indoors and outside. For example, children outside sit in a large cardboard box, cover this in fabric and 'fly to Mars'. Overall, children's physical skills are promoted well, both indoors and outside. They have access to large fixed play equipment in which they can climb, balance and walk on. A garden area is used to support children's understanding of nature and growth, as they dig, play in the mud kitchen and grow a variety of plants through the year. However, opportunities for children to develop their hand-eye coordination and control in, for example, throwing, catching and kicking, are not always fully utilised. This is somewhat due to the limitations of the range of equipment on offer to children. Children begin to learn about the wider world through, for example, planned activities, such as making cards for Christmas and dressing up in saris for Diwali. Various books are used to promote positive images to children of diversity. However, there is scope to improve the range of play resources and displayed images within the setting to enable children to value and appreciate similarities and differences in others in the community and further afield.

Teaching is good and staff have a secure knowledge of how children learn, using what they know to plan activities and resources that reflect children's individual needs and abilities. They are involved with the activities children undertake, getting down to their level, encouraging all children to be involved and actively engaged with the resources available. Staff demonstrate good teaching skills as they help children to learn new things. For example, how to balance using their arms out to the sides and how to play a matching game. They gather information from parents before children begin at the setting, regarding their child's abilities and interests. This information is used as a starting point for guiding and providing activities to support children's play and learning. Observations are completed regularly, along with annotated photographs and samples of children's work. In addition, staff work closely with the school to ensure that planning reflects children's growing skills and abilities. This fully supports and complements the progress children are making in school. This information shows that good progress is being made towards the early learning goals.

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

Children are happy at the club. Staff have formed good bonds with children; they are welcoming and greet children by name as they eagerly enter the setting. A number of staff who work in the club also work within the school and, therefore, children are familiar with some staff before they attend, which helps them to settle. Children display good levels of confidence. They engage with each other, staff and visitors, asking questions to

gain information about why, for example, there is a visitor at their club. Children show that they are safe and feel safe by their actions. For example, listening to staff when asked not to throw a hard ball and when they manoeuvre themselves around the 'jungle gym' in the playground. Parents report how well their children settle and how very often they want to stay and play when it is time to go home. Parents also comment on the caring and experienced key persons and how well they work with them to ensure that their children's needs are well met. These positive experiences promote children's security and emotional well-being.

Children's behaviour is good and children of all ages behave well throughout the session. Children understand the rules of the setting, with most children having devised the rules alongside the staff, to ensure these are relevant and easy to follow. Staff often praise and acknowledge children's positive behaviour, which in turn promotes their self-esteem. Children of all ages play together, take turns and share. As a result, the club has a calm and happy atmosphere. Children display healthy practices as they independently wash their hands before snack and after using the toilet. They help themselves to tissues when needed and know that these need to be disposed of after use. Children are offered fruit as a healthy snack as they enter the setting and have access to water throughout the session. Cereals and toast are offered at the breakfast club, with children having opportunities to spread their own toast to develop their independence and use of small tools. Staff ensure any special requirements regarding children's dietary needs are known and understood before they begin so that children have care that is safe and suitable for them. For instance, any allergies are fully discussed and recorded as required. Staff ensure that children have access to the outdoors every day to support children's physical development and enhance their health and well-being.

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

Children are kept safe at the club through good safeguarding procedures. In discussion, staff explain their roles and responsibilities in safeguarding children from abuse and neglect. Clear policies and procedures are in place to support their practice. The manager has attended safeguarding training, as has the proprietor, to ensure that they know what to do if they should have any concerns about the welfare of a child. Robust risk assessments are completed to ensure the safety of equipment and to ensure that all areas children have access to are safe and well maintained. In addition, daily visual checks of the indoor and outdoor environments contribute to promoting children's safety. Children learn to be safe through practising the fire evacuation drill and as they walk from the school to the club building. Recruitment and vetting procedures are sound, ensuring that all those working with children are safe and suitable. An appraisal system is in place to assess staff's effectiveness at the setting, ensure that any gaps are identified and offer them training or in-house support.

Self-evaluation is robust. The manager, proprietor and staff have contributed to this process to identify the strengths at the setting and any areas that may require improvement. Parents' views are valued and used to inform this through verbal discussion, comments on a suggestion board and completed questionnaires, ensuring they have a

voice and can inform change. Parents are kept well informed about their child's day through daily verbal communication, where staff pass on information from school. Monthly newsletters are shared with parents to inform them of planned events, such as the Christmas party and days when they are closed. Parents comment favourably about the setting, stating how happy their children are and that 'they never want to leave'. They enthuse about the staff, stating they are 'very friendly, know my child well and keep me well informed'. Partnership working with teachers in the school is effective, which ensures good levels of consistency of care and learning across both settings. The manager and staff have a very good understanding of the learning and development requirements. All activities and children's interactions are monitored and assessed to ensure that children's needs are continually met, and that they are fully engaged and interested in what they do.

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	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. It will be monitored and inspected within twelve months of the date of this 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		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	EY464176
Local authority	Leicestershire
Inspection number	923312
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	22
Name of provider	Phillipa Arlene Piercy
Date of previous inspection	not applicable
Telephone number	07976 535333

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

