

Sunbeams After School Club

Inspection report for early years provision

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EY223038

Inspection date

02/02/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sunbeams After School Club operates in Eliot Bank Primary School. The former manager of Playzone, became the proprietress in December 2001 and re-named the after school club Sunbeams. The group accommodation comprises of a large hall, a classroom and two outside play areas. Toilet facilities are suitable for both boys and girls. The club operates Monday to Friday from 3:15pm to 6:00pm term-time only and caters for 32 children under eight years. Of these, two are in the Early Years Foundation Stage. The group has sole use of the hall and classroom whilst the club is in operation. The setting employs four members of staff. One holds a National Vocational Qualification at level 3 in play work, two hold a National Vocational Qualification at level 2 in play work and one is a special educational needs assistant in the school. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There is no disabled access to the club. The setting works in close partnership with Eliot Bank Primary School, the local authority and the community police officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Sunbeams After School Club is a good setting where children learn and play together well in an inclusive environment with good safeguarding procedures. Good links with the school, external agencies and parents ensure that children make good progress, particularly in personal, social and emotional development. All staff are involved in evaluating the setting's effectiveness, reflecting on their practice and identifying areas for improvement. The capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that discussions with staff at the school include information about children's learning and development to enhance the planning of activities for children in the Early Years Foundation Stage
- take account of parents' views when evaluating the club's effectiveness

The effectiveness of leadership and management of the early years provision

The setting is well-managed, providing a calm, orderly atmosphere where children can play and learn. Staff are constantly taking action to improve the provision. They have a good understanding of the setting's comprehensive policies and procedures for protecting and safeguarding children. Risk assessments are conducted twice a year. Daily checks of the hall, toilets, play areas and play

equipment minimise the risk of potential hazards. Children's medical and dietary needs and allergies are known and respected. The premises are kept safe by a good security system and the identity of all visitors is checked on entry. Adults are trained in food hygiene and the manager is trained in first aid, which contributes to the children's good care.

Staff evaluate their practice at regular staff meetings and identify areas for improvement. Parents however, are not yet fully involved in this process. The recommendation from the last inspection has been addressed and parents now countersign records of accidents. The setting is well-equipped with good quality resources for all age groups. These are replaced as and when necessary. Staff are well deployed to ensure children are well supervised at all times.

The club is very inclusive and caters for all children. Children celebrate various festivals and cultures, including Chinese New Year, when they taste different Chinese foods and participate in creative activities. 'All about Me' books give children the opportunity to celebrate their different cultural backgrounds. The club draws on the expertise of the Special Educational Needs Co-Ordinator to ensure good support for children with additional learning needs.

The setting has established good partnerships with the school. Staff liaise regularly with the reception class teachers to share information about children's welfare. They do not always discuss ways to promote good learning and development for children aged under five that staff can then use to plan more varied follow-up activities for children aged under five. The setting works closely with the home/school support worker, Lewisham Early Years, Social Services, other after-school clubs and the community police officer. Parents and carers are kept well informed on a daily basis through the parents' notice board, termly newsletters and informal daily conversations with staff. They say the provision is good because children get a 'balance of activities in a safe, structured environment' and an 'opportunity to interact with all age groups'.

The quality and standards of the early years provision and outcomes for children

Children happily engage in a variety of self-initiated activities and play opportunities. They enjoy board games and particularly enjoy creative activities, such as clay modelling. Children have daily diaries in which they record their activities and feelings. They enjoy playing games, learning new skills and trying new things. Children say they enjoy their time at the club because they 'can do lots of things' and they 'like the food'.

Staff take effective measures to minimise the risk of infection and prevent the spread of disease. The space is used well to ensure that the children play and learn in a safe environment. Children know that the club's rules help keep them safe. They learn about 'stranger danger' and road safety through role play. They know that they are not to open the doors to visitors. Regular fire drills help children understand the procedures for vacating the building safely in case of a

fire. Children are escorted to the toilets by an adult when playing outside.

Staff prepare a varied healthy menu of fruit, sandwiches and yoghurt. Children are encouraged to make healthy choices from a variety of fruit and vegetables at snack time. They have access to fresh drinking water. Children have developed good hygiene habits of washing their hands before meals and after visiting the toilet. They are encouraged to cover their mouths when coughing or sneezing and to use a tissue. The outdoors provides good opportunities for children to engage in active physical play such as skipping, rounders, football, tennis and basket ball. They play team games and ball games.

Children's meetings enable them to have a voice in the management of the club. They discuss and develop the club's rules and take ownership. They are particularly well-behaved because relationships are good and the adults manage them well in a secure and caring environment. Good behaviour is celebrated and rewarded. They make choices and make their own decisions. Children learn to share and take turns. The older children help the younger ones and they play well together. They help each other with homework and look after children who are new to the setting. Children help set up activities and tidy up after sessions. They plan to raise funds for the local special educational needs gardening club through sponsored activities.

Board games support problem-solving and numeracy skills. They develop a sense of community and develop good social skills. There are plenty of opportunities to develop communication, language and literacy skills. For example, children engage in role play activities and share books in the quiet area. Children have opportunities to use a CD-player, remote control cars, a camera, and some programmable toys. This helps to equip them well for future learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met