

Inspection of Pioneer Childcare – Oak Tree Primary School

Oak Tree Primary School, Junction Road, Burgess Hill RH15 0PZ

Inspection date:

16 September 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff collect children from local schools and bring them to the club. Children arrive happily and know what they need to do, such as where to hang their coat and bag before settling into activities. Staff provide support to children who need it. For example, children who are new to the club are shown what to do when they arrive. Staff take time at the start of each session to explain to children the rules of the club and check they understand. This helps children to know what is expected of them and to help them feel at ease.

Children are happy to see their friends and greet each other with a cuddle or a 'high five'. Staff encourage children to share the resources with others. For example, children use construction bricks together and talk to each other about how many layers of bricks they need. Children concentrate, listen and work well together. Staff encourage all children to join in, and make sure the resources and activities meet their individual needs, including children with special educational needs and/or disabilities (SEND).

Outside, staff are deployed well so that they are able to supervise and encourage children's play. For instance, staff help children balance as they walk across balancing poles. They help children practise throwing and catching skills with tennis balls. Children pretend skipping ropes are microphones as they sing songs to each other. Children talk to each other about what they are going to do when they are older, such as staying in college before they go to work. Children are confident and imaginative.

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

- Leaders provide support and guidance to the staff on a daily basis. They communicate well with staff throughout the session to ensure it runs smoothly. Leaders are dedicated to making sure all children have a positive experience at the club and model effective practice to staff. For example, they lead group times, encouraging all children to take part and value their efforts.
- Staff feel well supported in their roles. They have regular meetings with leaders, where they can discuss specific children's needs and share if they have any concerns. They can request training to update their skills and knowledge. Staff have recently attended training to help them have effective conversations with children and their families.
- Children are confident communicators. Staff encourage children to share their news with the group. Children proudly tell others about the activities they took part in at the weekend, including horse riding and spending time with grandparents. Staff encourage good listening. This helps children learn to value

and respect each other.

- Children behave well. They share the resources independently and ask each other if they can join in with their games. Children remind each other when it is time to tidy up and recall the club rules. Children remember the rules, such as being kind and respectful to everyone at the club, and to respect the toys and the building. Staff positively promote good behaviour. For example, they use stickers to encourage and praise children for following their expectations.
- Leaders gather information from parents about children before they start, and monitor how they settle in. They liaise with other agencies if they need to, such as the school children attend, to ensure children are well supported. Leaders share information with staff about how to meet children's individual needs, particularly children with SEND.
- Children have a healthy meal while at the club. They wash their hands before going to the dinner hall, where they choose from a variety of sandwiches, wraps and fresh fruit. Children engage in conversation with each other and adults during mealtimes. For example, children talk about how much they enjoy it at the club, playing their favourite games such as hide and seek.
- Parents are happy with the club. They report how easy it is to book their children in for sessions. They feel the communication is very good. Parents have the opportunity to discuss any concerns they have with leaders. They are updated on any specific strategies the staff are using to support their children, and state the staff 'treat every family with respect and genuine kindness'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY477159
Local authority	West Sussex
Inspection number	10351034
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 at time of inspection	4 to 11
Total number of places	70
Number of children on roll	531
Name of registered person	Pioneer Childcare Limited
Registered person unique reference number	RP900510
Telephone number	01444 248427
Date of previous inspection	1 October 2018

Information about this early years setting

Pioneer Childcare - Oak Tree Primary School registered in 2014. It operates from a self-contained unit in Oak Tree Primary School, in Burgess Hill, West Sussex. It is open each weekday, during term time from 7am to 9am and 3pm to 6.30pm, and from 7am to 6.30pm during school holidays. There are eight members of staff. The manager is a qualified teacher.

Information about this inspection

Inspector
Pippa Clark

Inspection activities

- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.
- The inspector spoke with the nominated individual and the leaders about the leadership and management of the setting.
- Staff spoke to the inspector during the inspection.

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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