

# Sun & Moon Playcare Scheme

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

## Inspection date

07/03/2013

Previous inspection date

08/05/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Met

|                                                                                        |   |
|----------------------------------------------------------------------------------------|---|
| 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

- Staff provide a well organised environment that promotes fun play activities that span all areas of learning for children, following a long day at school.
- The friendly and enthusiastic interactions between staff and children help them form secure attachments quickly and children demonstrate they feel safe and confident in the care of staff.
- Children help to devise the rules and boundaries enabling them to develop secure understanding of acceptable behaviour.
- Staff establish close links with the school and this helps ensure that children receive consistent care and learning.

### It is not yet outstanding because

- Opportunities to develop individual children's independence skills are not fully explored.
- Parents are not fully involved in contributing their views of the service to the club's self-evaluation.

## 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 practice outdoors and in the main hall.
- The inspector checked a range of documentation, including those relating to safeguarding.
- The inspector observed a number of children's activities throughout the inspection
- The inspector had discussions with the manager and staff.
- The inspector gathered the views of parents.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Sun and Moon Playcare Scheme registered in 2005. It is one of five after school provisions owned by a private individual. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the dining hall in Hunters Hall Primary School in Dagenham, Essex. There is a fully enclosed area available for outdoor play. The club employs six members of staff, four of whom hold appropriate early years qualifications.

The club opens Monday to Friday from 3pm until 6pm during term time. Children attend for a variety of sessions. There are currently three children attending who are in the early years age group. The club also cares for children aged five to 11 years old.

### What the setting needs to do to improve further

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

- develop children's growing independence by providing opportunities for them to help prepare food and serve themselves at snack time
- encourage parents to contribute to the setting's self-evaluation to help identify areas for further improvement.

## Inspection judgements

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

Children enjoy their time at the club. They demonstrate a positive approach to learning supported by the cheerful interactions of the staff caring for them. Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play, displaying emerging levels of independence and self-confidence. They quickly find an activity, and chat with their friends. Children choose resources and activities, and initiate their own play. Therefore the setting complements the children's structured day in school. A variety of activities and resources are available to the children to meet their needs after school hours. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place the emphasis on learning through play, having fun and building positive relationships. They gather some initial information about children that includes details about activities they like participating in, which help staff to establish children's interests.

They make effective use of observations to identify children's next steps in all required areas of learning. Staff have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress. Planning is flexible and influenced by the children's choices, ideas and play preferences. Staff have good communication with the reception class teacher and regularly share what they know about the children.

Animated conversation between staff and children throughout the session successfully enhances their language development. Young children are confident to share their views and talk about the activities they enjoy. Staff spend time with the youngest children, building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's mathematical understanding when playing with construction blocks by encouraging children to estimate the number of bricks taken to build a tower. Young children enjoy chatting with older peers as they complete a jigsaw puzzle together. Literacy skills are encouraged with access to a broad range of resources for writing, drawing and painting. Children express their creativity as they take pleasure in modelling clay to create individual pots. Children have opportunity to play outside daily, allowing them to 'let off steam' after a structured day.

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

Younger children are growing in confidence in this warm and welcoming environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. They take an active part, making choices about their play and helping to tidy away resources at the end of the session.

Children help to devise the rules and boundaries for acceptable behaviour. This gives them ownership and confidence to manage their own behaviour. Staff apply clear, consistent boundaries so that children learn to behave well and to share. They act as good role models, consequently, children understand that playing cooperatively with their friends and taking turns is important. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff's warm and purposeful interaction nurtures children's emotional well-being. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children benefit from regular fresh air and exercise during outdoor play. They enjoy nutritious snacks, which include fruit and vegetables, and their individual dietary requirements are met. However, staff do not make the most of opportunities to encourage children to be independent by helping to prepare the food and serve themselves at snack time. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a

range of challenging tools, supported by attentive staff. This results in children enjoying their experiences in the club and learning skills that support their learning at school.

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

The provider has a good understanding of the safeguarding and welfare requirements.

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, a clear staff induction supports their developing knowledge of the setting's policies and procedures. A number of staff hold current paediatric first aid certificates so that they can attend to a child in the event of an accident. Staff understand their responsibilities to provide safe play environments for children. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The established staff team provide a warm and friendly environment for children to learn through play. Their main aim is to ensure children at the club have good opportunities to relax and have fun before and after a busy day at school. However, they understand their responsibilities in meeting the learning and development requirements for children. They have devised effective systems to observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate intervention is sought if necessary. Management monitor staff performance through appraisals and informally through observation and working alongside the staff.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify accurately key strengths and weaknesses. However, self-evaluation is not fully developed to provide parents with opportunities to contribute their views of the service in order to bring about sustained improvement of the provision for children.

Good relationships exist with parents. They are kept well informed through the use of informative welcome packs, notice boards and accessible written policies. All relevant information is gathered from parents when children first start. There is some daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children. Parents speak warmly of the staff and are very satisfied with the care provided. Partnership with the host school is well established and contributes strongly to children's continuity of care and learning.

### **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 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.                                                                                                                                                                                                                      |
| 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 inspected again within 12 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY315975                 |
| <b>Local authority</b>             | Barking & Dagenham       |
| <b>Inspection number</b>           | 812892                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 4 - 11                   |
| <b>Total number of places</b>      | 30                       |
| <b>Number of children on roll</b>  | 3                        |
| <b>Name of provider</b>            | Caroline Pibworth        |
| <b>Date of previous inspection</b> | 08/05/2009               |
| <b>Telephone number</b>            | 07970389840              |

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## 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.

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