

# Sunflower Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY350224
<b>Inspection date</b>	20/05/2009
<b>Inspector</b>	Aileen L King
<b>Setting address</b>	Clinton Primary School, Caesar Road, KENILWORTH, Warwickshire, CV8 1DL
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<b>Type of setting</b>	Childcare on non-domestic premises

## 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.

## **Description of the setting**

Sunflower Kids Club is one of three clubs run by Sunflower Kids Club Limited. It opened in 2007 and operates from a temporary classroom with stepped access in the grounds of Clinton Primary School. The club has occasional use of the school hall and computer suite. The school is situated on the edge of the town of Kenilworth, Warwickshire. A maximum of 16 children may attend the club at any one time. The club is open each weekday from 15.15 to 18.00, during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 33 children aged from four to under 11 years on roll, of these 10 are in the Early Years Foundation Stage age range. Children come from Clinton Primary School only, and mostly live within the local area. The club supports children with learning difficulties and/or disabilities. The club employs two members of staff, including the play leader who holds a Level 3 early years qualification. There are links with the Early Years Foundation Stage in the school. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **Overall effectiveness of the early years provision**

Sunflower Kids Club is a good provision and provides a place where children can relax at the end of the school day. The atmosphere is calm, purposeful and happy and the children can select from a good range of activities, which are well organised. There is a good inclusive ethos within the club and all children are encouraged to take part in what is on offer, their interests are considered and accommodated and their needs are met. The club has a good capacity towards continuous improvement as the effectiveness of the provision has been evaluated objectively and there is a methodical and systematic approach to development.

## **What steps need to be taken to improve provision further?**

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

- enhance planning and develop activities to accommodate the full range of children's ages and abilities
- enhance record keeping to ensure that key achievements by children in the Early Years Foundation Stage are fully recognised.

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

Leadership and management are good. The play leader has an accurate view of the effectiveness of the club. There is a well-considered programme of activities which meet the children's needs effectively. While self-evaluation has highlighted that plans are well balanced and provide well for the children, it has correctly identified that further work is needed to ensure that the full range of ages and

abilities is addressed in the planning. The play leader has gone to some lengths to provide a comprehensive overview of children's progress through the Early Years Foundation Stage, in collaboration with the school. The resulting discussion has identified ways of further strengthening this partnership by incorporating more specific links to progress through the Early Years Foundation Stage.

There is a family atmosphere in the club which benefits the children's learning and development, and which is viewed positively by parents. The parental partnership is strong and parents say they feel informed and are more than happy for their children to attend. There are policies and procedures in place to keep the children safe and ensure their well-being. For example, risk assessments are undertaken to ensure the premises are suitable, visitors and parents have to sign in on arrival at the club and care is taken that children's needs are met and their welfare is promoted. Since the previous inspection the three recommendations raised have been addressed, parents are more informed of any incidents, staff attendance times are noted specifically and a registration pack and newsletters keep parents fully informed of events and procedures.

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

The quality of the early years provision is good. Children come in happily to the club after school, they are keen to share the events of the day with others and settle quickly to activities chatting as they do so. The club is decorated attractively, showing the children's art work and photographs of activities. The provision for children's welfare is good. A healthy snack is prepared for the children, accompanied with fresh fruit and a choice of water or juice. Hygiene is promoted, for instance staff remind the children to wash their hands before eating and some children also join in with the reminders. The book area, games and craft activities are all well-used by the children and incidental opportunities are used well to promote ideas about solving simple problems. For example, at snack time, the children work out how many places are needed and one child commented that there were enough spaces for all the children to be seated around one large table.

In the calm, relaxed and friendly atmosphere the children are well-behaved, play cooperatively and their welfare is promoted. They have access to the outdoor space to play games, which many choose to do and the plans reflect a well-balanced and varied programme such as gardening, 'silly sports' and use of the school's computer suite. During their time in the club the children choose different activities, for instance moving on to imaginative role play and having great fun dressing up in a variety of outfits, they continue to share fairly and take turns and develop each others' ideas. There are good opportunities for children's learning and development to flourish and parents speak positively about this as they recognise that their children play purposefully. The good organisation of activities in the club means that children also play safely using implements for art and craft carefully. Children are encouraged to be very much part of the group to offer their ideas and to support new children to the club through the buddy system.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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