

# Sunrise Sunset Kidz Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY342983
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Valerie Fane

<b>Setting address</b>	Powick Parish Hall, 46 Malvern Road, Powick, Worcestershire, WR2 4RT
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**Email**

<b>Type of setting</b>	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

Sunrise Sunset Kidz Club is a privately run out of school club that was registered in 2006. The club operates in the main hall, the committee room and associated facilities in Powick Parish Hall and in the surrounding outside area including the adjoining public playing field. The club serves the local area and has strong links with two local schools. The club is accessible to all children.

The club opens Monday to Friday during school term times from 7.45am to 9am and from 3pm to 6pm. A holiday club operates in most school holidays from 8am to 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the club at any one time, all of whom may be on the Early Years Register. There are currently five children attending who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to 12 years.

The club employs three members of childcare staff. All of these hold appropriate early years qualifications, one at level 3 and two at level 2. The club receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well at this friendly out of school club and relate confidently to staff. Children's individual needs are met because staff work with parents so they are aware of particular issues and liaise very closely with the feeder primary schools to ensure continuity of care. They make satisfactory progress in their learning because staff provide suitable opportunities for both free play and interesting planned activities. Comprehensive policies and procedures are in place but not all legally required documentation from parents is consistently maintained. The owner is committed to improving her provision and has an action plan in place linked to a local authority rating scheme. However, self-evaluation has not included the welfare requirements to ensure that these are met.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has parental responsibility for each child and who has legal contact with the child (Safeguarding and promoting children's welfare) 02/03/2011
- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding) 02/03/2011

- and promoting children's welfare)
- ensure that the following information is recorded for each child: the name and address of every parent and carer who is known to the provider and which of these parents or carers the child normally lives with (Documentation).

02/03/2011

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

- improve the systems for the organisation of the setting to include ongoing effective procedures to evaluate the provision and implement areas for improvement.

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

Children are safeguarded because suitable employment procedures are in place and checks are completed to ensure staff are suitable to work with children. All staff have completed safeguarding training and have a secure knowledge of the possible signs of child abuse. They are aware of the procedures to follow if they have concerns about a child in their care. Robust risk assessments are completed to ensure that the premises are safe both indoors and outside. Additional risk assessments are conducted for all outings. Most required documentation is in place to obtain legally required information from parents but this is not consistently implemented. It does not include information about who has parental responsibility for children or legal right of contact with them. Staff are fully aware of any contact issues for specific children but the welfare requirement to be aware of this information for all children is not met. The owner is also not consistent in ensuring that the name and address of both parents and consent for emergency medical advice or treatment are obtained prior to admission. This potentially compromises the care of particular children.

Children enjoy the care of sufficient suitably qualified staff who work together well as a team. The owner aims to maintain a high standard of provision and has recently used a local authority rating scheme to assess her practice and to identify areas for ongoing improvements. These include changes to the storage of equipment to improve children's opportunities to self-select from a much wider range of equipment than is currently possible. Children use an interesting selection of toys and they are involved in decisions about the purchase of new equipment. For example, they have recently chosen to buy junior gym equipment appropriate for the early years age group. Although good use is made of the local authority evaluation tool, this does not include a thorough check that Early Years Foundation Stage welfare requirements are met. As a result, there are a number of breaches of welfare requirements which potentially impact on the outcomes for children.

Children's individual needs are met well because staff work closely with parents to find out about particular needs. For example, staff are fully aware of any dietary requirements and which parents are happy for children to make their own

decisions about issues such as whether or not to eat meat. Parents are very pleased with the club and value the way children of different ages mix and the range of activities that their children enjoy. They receive appropriate information about club activities and notices are readily available on the noticeboard. All children also attend other early years provisions and benefit from good continuity of care because the club staff work very closely with the feeder primary schools and exchange a wide range of information. There are currently no children with special educational needs and/or disabilities or for whom English is an additional language. The owner has a very good understanding the importance of working closely in partnership with parents and outside agencies to meet the individual needs of such children.

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

Children settle well at the club and form a close relationship with their key member of staff. They self-select freely from the toys available and know that they can ask for additional resources. They behave extremely well because staff are good role models. They learn about their personal safety because staff teach them about road safety and explain club rules such as no running indoors.

Children have good opportunities to learn about healthy lifestyles. They make regular use of the outdoor area and the adjacent park, where they develop their physical skills on the large play equipment. They go on outings during the school holidays to local farm parks and a local indoor laser tag game centre. They use the large hall indoors to improve their ball skills and coordination by playing games such as dodge ball. They learn good hygiene routines and they enjoy healthy and nutritious meals at breakfast club and after school. For example, breakfast includes a selection of cereals, fruit and breads such as toast, bagels or croissants. Their understanding of healthy eating is extended through craft activities such as creating a plate of healthy foods and discussing their choices with staff. They love cookery activities and these often also extend their awareness of different cultures. For example, they enjoy a session tasting exotic fruits, such as dragon fruit and star fruit, and they make pizzas. They choose from a wide selection of pizza toppings and children's dietary restrictions are taken into account when planning these activities to ensure that individual needs are met effectively.

Children enjoy suitable opportunities for free play and planned activities both indoors and outside. They are involved in planning activities linked to a loose theme. Staff informally observe children and identify their learning needs so that they can support children's learning as they play. They understand children's needs out of school and in the holidays and support their progress towards the early learning goals satisfactorily. Children develop their hand control and mark making skills through colouring activities. They make choices as they select pens of different colours and they talk to staff about their picture while they are colouring, which supports their language and communication skills. Children join in table top games so they learn to share and take turns and older children improve their mathematical and problem solving skills as they learn to play games such as chess.

They use information technology equipment such as computers and digital cameras. The range of activities offered supports children to develop appropriate skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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