

The Sunrise & Sunset Club

Inspection report for early years provision

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Inspector

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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

The Sunrise and Sunset out of school club is privately owned and managed. It opened in 2006 and operates from the sports pavilion in the George V playing fields in the village of Sarratt in Hertfordshire. Children have use of the spacious hall and free play in the adjoining field and park area. The Sunrise session runs from 7.30 until 9.00 and the Sunset session runs from 3.15 until 6.15 term time only. The club serves children who attend the village school and makes arrangements to collect from other nearby schools when needed.

The provision is registered by Ofsted on the Early Years Register to care for a maximum of 24 children aged from three to eight years. They are also on the compulsory and voluntary parts of the Child Care Register to enable them to care for children up to the age of 11 years. The club supports children who have special educational needs and/or disabilities and those who speak English as an additional language. There are eight members of staff employed to work with the children on different rotas through the week. The manager, deputy and play leader hold a level 3 qualification in play work. Other staff have relevant experience and qualifications to ensure the children's well-being.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Sunrise and Sunset club provides children with a relaxed and stimulating environment where all children feel fully included and valued as they learn and play together. The club runs extremely smoothly because it is led very effectively, all aspects of the children's welfare, learning and play opportunities are of a very high standard. The partnership arrangements with parents, carers and other agencies including the local school are excellent and further support the children's development. The management team have exemplary procedures to monitor and evaluate the performance of the club. Consequently, their capacity to maintain improvements and the outcomes for all children is outstanding.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure parents are involved in contributing to the process of evaluating the setting.

The effectiveness of leadership and management of the early years provision

The safety and well-being of the children is of paramount importance to all the staff who have an excellent understanding of the safeguarding policies and

procedures that are in place to protect children. Robust vetting and recruitment procedures are in place to ensure all adults are suitable to work with children. The building is well suited to cater for the needs of the out of school activities. The risk assessments for the setting are very thorough. Strategies in place to monitor and protect children as they play outside are stringent. The deployment and communication between staff in the pavilion and those outside is extremely well managed and enhanced with the use of walkie talkies. Children thrive as a result of the play space and freedom they have and being cared for by a committed staff team that are well deployed at all times. Resources are of an excellent quality and easily accessible by all children.

The club is led and managed extremely well and has made excellent progress since the last inspection. The recommendations made at the previous inspection have been met in full. Regular staff meetings and appraisals identify areas of the staff's skills to be developed with additional support or training. All staff are fully involved in the evaluation process and the frequent review of the policies and procedures. The highly inclusive nature of the club ensures the staff work consistently to promote equality of opportunity for all children. The setting is not currently caring for any children who have special educational needs and/or disabilities. However, the entire staff team have a clear understanding of the importance of working with other professionals to provide a good level of support for such children when the need arises. All members of staff are involved in evaluating how improvements can be made and maximise the children's opportunities and enjoyment on a weekly basis. The setting uses the Ofsted evaluation process to monitor their practice. This is used very effectively with action plans and comprehensive detail to outline the next steps that will enable to continually improve the provision.

A strong partnership with parents is well established. They are very well informed about all aspects of their children's achievements, well-being and development. Parents say they are very happy with the club and explain how much their children enjoy attending. Meetings can be arranged between parents, their children's key workers and other early years settings to share information to ensure a smooth transition for children as they settle into school. The setting uses their web page to keep parents informed about general changes. Email and texts used for more immediate contact and updates. Effective communication ensures a productive relationship with parents and carers, resulting in strong levels of support for the setting. However, information gained from the parents is not used to contribute to the overall evaluation process or in decision making for the provision. The setting is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. There are well established channels of communication between other early years providers to ensure children's learning development and progress is promoted to an exceptionally high standard.

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

All children are totally absorbed in play from the moment they arrive. The ethos of the setting is to provide an environment for free play whilst minimising risk. The experienced staff team are vigilant and well deployed.

Children's behaviour is exemplary. There are clear boundaries as the setting has a traffic light card system to show children what is acceptable, the children know what is expected of them. A blue card is used to acknowledge kindness and good behaviour. Children are learning how their play and behaviour impacts on others playing nearby. The club celebrates different cultures and festivals throughout the year. These extend children's understanding of the wider world and help children to empathise closely with the needs of others

Resources set around the club are based on the children's interests, learning and to promote their development. The younger children are settled and well integrated. Older children take responsibility to support them with selecting computer games and helping them with the instructions. When playing outside, games are adapted and changed as children understand the different needs of the younger children playing alongside. The layout of the hall enables children to make their own decisions about what they want to do. Art and craft resources are always available. Staff have worked extremely hard to create a laminated book showing all the resources that are available. This works very well with the toys being stored and labelled to link with the pictures in the book. This supports the younger children and those who are new to the setting in showing them the wide range of toys they can use. This process works extremely well with the resources also being linked to a library/index system to enable staff to use the extensive resources to very good effect and to make sure all areas of the early learning goals are covered through the weeks planning. Children are focused and very cooperative. They work well together in imaginative art projects. Large hand drawn depictions of nearly full sized doors are created for their imaginary play. Children have great faith in the adults caring for them and ask for help and advice when needed. Great thought was put into how the doors would be hung and how security buttons and secret entrances could work. The large pieces of work were hung with great success. Parents were very impressed to see how well the children had worked together creating very vivid imaginative play ideas.

Children are learning about a healthy lifestyle with excellent opportunities for physical exercise being offered throughout the session. They have access to sports equipment, bikes, adventure play structures and free play in the adjoining park area. The setting promotes healthy eating to a high standard. Organic foods are used whenever possible. At the tea table discussions on the meaning of organic and where food comes from is a popular topic. The setting achieved a five star rating from the Food Standards Agency. Good personal care routines are well established with children beginning to understand the importance of hand washing when they come in from outside play.

Children in the early years age group have their personal care needs, learning and development promoted to a very high standard. The registration forms are updated annually and colour coded to identify different age groups and schools. The information gained from parents enables the staff to plan for children's individual likes and interests. The comprehensive observations are linked to the early years format. Action plans in the evaluation document focus on the younger children's needs and progress. The planning also shows the setting takes into account the different needs and learning styles of the older girls and boys who attend. The children's views are sought through the questionnaire and a comments

box. The comments are taken out each week and discussed with the children who can explain and talk about ideas they have had that may be implemented to improve and extend the play provision.

The dedicated staff team work exceptionally well with the children. They involve the children in planning extra special activities such as sports day, camp making in the trees, discos and treasures hunts around the Commonwood. This promotes the children's self esteem and skills they will need in their future learning to an exceptionally high level. Children of all ages receive an enjoyable, stimulating and challenging experience which promotes all aspects of their learning and play to an exceptionally high level.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 1 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 1 |
| The effectiveness with which the setting deploys resources | 1 |
| The effectiveness with which the setting promotes equality and diversity | 1 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 1 |
| The extent to which children achieve and enjoy their learning | 1 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 1 |

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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