

Sunrise Sunset Club

Inspection report for early years provision

Unique reference number

EY235921

Inspection date

04/07/2011

Inspector

Janice Linsdell

Setting address

Ormskirk C of E Primary School, Greetby Hill, Ormskirk,
Lancashire, L39 2DP

Telephone number

01695 574027

Email

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

Sunrise Sunset Club was registered in 2004. It is run by a management committee and operates from the main school hall of Ormskirk Primary School in Ormskirk, Lancashire. Children also have access to a side room, activity room, computer suite and the school grounds for outdoor play. The club serves children from the local community. It is open Monday to Friday from 8am to 9am and 3.20pm to 6pm during term time only.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is registered to care for a maximum of 32 children aged from four years to under eight years at any one time. The club also offers care to children aged eight years to 11 years. There are currently 72 children on roll. Of these, 38 are under eight years and of these, ten are within the early years age range.

The club employs 11 members of staff including the manager. Of these, five hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The club receives support from the local authority and has achieved a Quality Mark for Extended Services Providers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a welcoming and inclusive environment for all children. High priority is given to successful partnership working with parents, carers and other professionals to ensure that children's welfare and learning needs are very well promoted. Most of the daily routines are effectively organised. Systems for evaluating the quality of the club are effective and there is a strong capacity for continuous improvement. All recommendations from the last inspection have been addressed and other improvements have been made to further enhance children's experiences in the club.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to develop independence, for instance by pouring their own drinks or serving their own food.

The effectiveness of leadership and management of the early years provision

Robust vetting procedures enable relevant checks to be carried out on staff to ensure their suitability to work with children. All staff have attended safeguarding

training and clearly understand their role and responsibilities in protecting children from harm. All documents to promote children's safety and well-being are available and well organised. Comprehensive risk assessments and daily checks ensure children are not exposed to any hazards.

Leaders and managers are ambitious and positively drive improvements. This is highlighted by their commitment to completing a quality assurance scheme. The manager has also gained a Lead Practitioner award in recognition of her skills to lead and support other clubs in the area. Ongoing professional development is supported by regular access to training. Staff are deployed effectively and work well together to meet children's needs. A continuous provision of good quality resources is on offer to support children's enjoyment and learning. Effective arrangements for self-evaluation have resulted in positive improvements being introduced, for example to successfully promote equality and diversity.

The club has highly positive relationships with all groups of parents and carers and levels of engagement are strong. Parents, carers and children are heavily involved in contributing their views and ideas, which are actively taken on board. Staff are also highly committed to working in partnership with others and take a lead role in establishing effective working relationships. They have established excellent links with the host school. This promotes children's welfare, development and learning exceptionally well.

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

Attractive wall displays and well presented learning journeys celebrate children's achievements and enable them to feel proud of their work. Play is child-led and plans incorporate children's individual needs and interests. Children access different areas within the school, thus promoting well-spread activities where they can freely choose how to spend their time. They particularly enjoy free play in the hall, making butterflies at the craft table, or lying in the sun and listening to 'chill out' music. The good range of activities on offer complements children's busy day at school very well.

Children say they feel very safe because the staff look after them and listen to their worries. They clearly understand why rules are in place to keep them safe. Children develop healthy lifestyles as they follow hygienic routines and eat nutritious snacks, such as fresh fruit and vegetables. Children show developing levels of independence and self-care skills, for instance when using the toilet. However, opportunities to increase these skills during snack times, including pouring their own drinks and serving their own food have not been fully explored. Children's physical development is effectively supported by organising a weekly running club and using outside agencies to organise dance and football.

A variety of mark making opportunities encourage children's writing skills, as they draw or paint with water in the garden. Regular use of the information and communication technology suite and access to electronic games positively supports children's understanding of technology and helps them to develop skills for the

future. Children enjoy creative opportunities, such as building dens and taking part in art competitions, which enhances their confidence.

Children think the staff are good fun and they talk of their excitement about attending the club to play with their friends. Their behaviour is good and they are very polite and considerate of others. They contribute their ideas, for example by completing questionnaires to express their views and drawing up a wish list for new games. Children use a wide range of multicultural resources and take part in celebrations to support their understanding of diversity. They have established very positive links with children in Africa; exchanging letters and sending seeds for them to grow. This significantly enhances their knowledge and understanding of the wider world.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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