

# Sunflowers Out of School Club

St. Josephs Catholic Primary School, Chedworth Drive, WORCESTER, WR4 9PG

<b>Inspection date</b>	04/02/2013
Previous inspection date	01/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children have a wonderful time in this fun-filled environment. They access an extensive range of suitable resources and equipment for them to enjoy.
- Staff are sensitive and responsive to children's needs, feelings and interests. They interact positively with the children and build good relationships with them to help them to feel secure.
- Staff manage children's behaviour exceptionally well. They have developed highly effective strategies and work closely with parents and carers to provide children with clear guidance about what is acceptable behaviour.
- All children are valued and welcomed into the setting. Children with special educational needs and/or disabilities are exceptionally well supported and staff strive to ensure that all children reach their full potential and achieve.
- All staff work very well together as a team. They complement and build on each other's strengths, qualities and characteristics to provide children with an all-inclusive, secure environment which fosters a feeling of mutual trust and respect.

## 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 children in all areas and outdoors.  
The inspector looked at children's records, planning, assessments, evidence of suitability of practitioners working within the setting and other required documentation.
- The inspector sought the views of children, parents and carers.
- The inspector held ongoing discussions with the registered provider and staff.

## Inspector

Becky Johnson

## Full Report

### Information about the setting

Sunflowers Out of School Club was registered in 2004. It operates from the hall of St Joseph's RC Primary School and is managed by a private provider. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides care for children who attend St Joseph's and also for those who attend Warndon and Cranham schools in the local area. The setting is accessible to all children. There is access to the school playground and field for outdoor play.

The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds Early Years Professional Status and is working towards a masters degree. The setting opens Monday to Friday during term time only. Sessions are from 8am until 9am and 3pm until 6pm. Children attend for a variety of sessions. There are currently 49 children on roll, nine of whom are in the early years age range. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- reflect on and consider how some opportunities for outdoor play could be extended.

### **Inspection judgements**

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

Children thoroughly enjoy themselves in this busy, fun environment which is run exclusively to meet the needs of after school children. Activities are wholly appropriate for this type of provision and provide children with a vast range of exciting pastimes and resources. Children are highly motivated and quick to join in. This is because staff give them choices and involve them in decision making about what activities they would like to play with on a daily basis. Planning is very flexible to meet the individual needs of every child. A folder with observations and a collection of children's work is in place for every child in the early years age range. Staff know children very well. They regularly liaise and share information with staff from the schools children attend to ensure that every child makes progress across all areas of learning. Parents are asked to complete an initial 'all about me' document before children start. This informs staff of children's likes and dislikes and additional general information. Staff use this information to ensure children access suitable activities that they will enjoy. As a result, they settle quickly and happily into the group. Parents are encouraged to continue to share children's achievements from home, and staff see this as a positive way of involving them in their child's learning and development.

The ethos of the setting is that children learn through play and experience. Staff fully support children in their learning. They provide a wide range of adult-led and child-initiated activities and are always close at hand to support and extend children's play. Children often seek out staff to join in their games. For example, when playing a variety of table top and team games. Children benefit from daily opportunities to play outside and

confidently use equipment, such as the swinging rings and the small climbing wall. They play hopscotch, confidently jumping into squares, and make up team games where they chase each other with much gusto and enjoyment. Staff are skilled at intervening when games get too boisterous with gentle reminders about safety. The current routine does not give children free-flow to outdoors to further extend their enjoyment and provide them with choices of when to play outside.

Children's communication and language skills are excellent. They use a range of vocabulary as they happily chat with their peers and staff. They take great delight in using 'funny' words to make up rhyming poems about staff amidst much laughter. Staff help to further develop children's enjoyment of words by rhyming their names with words when calling the register. Children are provided with resources to develop their imaginative skills. They build pirate ships and hovercrafts which they fill with pirates before sailing off to find treasure. They pretend to work in the role play office, writing letters and typing on keyboards. Making dens with blankets is a firm favourite and children work together to complete the task. Staff are adept at observing children and allowing them space and time to develop and move the activities forward themselves. They then intervene when appropriate to expand children's learning potentials. For example, when children begin to shake the blanket, staff skilfully turn it into a parachute game. Children from other activities rush to join in and the activity is once again expanded to include a variety of different games. For example, sliding under the parachute and running around the outside to try and catch their friends.

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

The successful implementation of the key person system ensures that children are well supported and feel safe and secure. They demonstrate this feeling of security as they actively seek out staff for reassurance and involve them in their play. Children form good relationships with their peers and play happily alongside them. They support each other and help each other to complete tasks, for example, when constructing a skateboard ramp. Staff are highly skilled in managing children's behaviour. They have implemented a variety of different techniques and strategies to meet and support individual children. They work closely with parents and carers to promote a consistent approach and ensure continuity between home and the setting. Positive behaviour is praised and rewarded, and before they leave children often ask for a sticker and tell staff why they feel they have earned it.

Inclusion, and equality and diversity are real strengths within the setting. All children are welcome and there is a strong commitment to ensure that all children achieve their full potential. Staff have high expectations of the children and look for solutions to enable them to include all children within the group. They work closely with parents and carers and seek and act on professional advice that will benefit and support the children in their care. The setting is very diverse. As a result, children learn to respect differences and develop a culture of mutual trust. A bi-lingual member of staff is available to help parents to complete forms when necessary. She supports children to express themselves where English is not their first language. This helps them to feel secure in the setting.

Children's health is promoted well. They enjoy a range of healthy snacks and a hot meal. Staff talk to children about eating healthy foods and explain the reasons why they have yoghurt and not cake and chocolate. Children take part in a variety of activities to promote their physical well-being. They play hockey and badminton and take part in races and an obstacle course, skilfully balancing eggs on spoons and jumping in sacks. Children learn to take controlled risks within their play. Staff are always vigilant and close at hand to sensitively remind children the importance of thinking about their actions to ensure that they keep themselves and their friends safe. For example, when playing hockey and badminton and using the climbing wall.

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

Staff have a comprehensive, working knowledge of safeguarding procedures. They are fully aware of their roles and responsibilities and follow these effectively to ensure that they protect all of the children in their care. The premises are safe and secure and systems are in place to update the risk assessment to include new resources and equipment. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training.

Partnership with parents is extremely good. Parents are valued and their views are sought and acted upon. Parents are exceptionally happy with the setting and comments received are very positive. They say that staff are very approachable, share information and offer advice and support. They are pleased with the care, nurturing and activities children take part in and they say that children do not want to go home. They are happy to know that their child has received a nutritious, hot meal and say that staff are fantastic in supporting children's individual needs. Staff work cohesively with other professionals and schools children attend to ensure that all children reach their full potential and their individual needs are fully met and supported.

All staff are experienced and dedicated and show obvious enjoyment of being with the children. They are highly skilled and proactive in meeting the individual needs of the children in their care. They all share a vision for the future and are unwavering in their passion to provide excellent care for the children. They have worked closely together to make changes since their last inspection and the impact of this on the setting is obvious. Above all, children who attend the setting have fun and the skills they learn will help to lay firm foundations for the future.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. 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

Unique reference number	EY271356
Local authority	Worcestershire

<b>Inspection number</b>	819877
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Lisa Jayne Winters
<b>Date of previous inspection</b>	01/04/2011
<b>Telephone number</b>	01905 455116

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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 that are usually their 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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