

# Sunrise Before & After School Club

Willow Wood Community Primary School, Bradbury Road, WINSFORD, Cheshire, CW7 3HN

## Inspection date

06/06/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff create a welcoming and stimulating learning environment where children settle in well and make warm relationships with each other. A wide range of age-appropriate and accessible resources support all areas of learning.
- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development. They understand and demonstrate high expectations for behaviour.
- Children are very happy, motivated and keen to learn. They demonstrate good levels of independence, curiosity and imagination and develop strong relationships with staff and each other.

### It is not yet outstanding because

- Procedures for working with the school to support the educational programmes children are following are not always consistent enough to ensure they will remain challenged and interested in their learning.
- There is scope to further develop the effectiveness of self-evaluation by capturing the views of all those involved with the provision, in order to enhance continuous improvement.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the main room and outdoor play area and spoke to children, parents and staff.
- The inspector held discussions with the manager of the provision about the management of the out of school club.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision and a range of other documentation.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

Sunrise Before & After School Club was registered in 2012. It operates from a class room in the infants building of Willow Wood Primary school, Winsford, Cheshire. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 24 children on roll, four of whom are in the early years age group. The setting is open each day from 8am until 9am and from 3pm until 6pm, Monday to Friday during term time only. The setting employs two members of staff. One member of staff holds a National Vocational Qualification (NVQ) at Level 3 and one member of staff holds a NVQ at Level 2.

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

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

- enhance further the procedures for working with the school to support the educational programmes to improve consistency of practice and ensure children will remain challenged and interested in their learning
- build on self-evaluation by extending how the views of parents and children are incorporated, to further assist in identifying areas for further improvement.

## Inspection judgements

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

Children are confident and happy in this well-organised out of school club. The setting provides a relaxed atmosphere, where children have a sense of belonging and interact positively with each other and with adults. A board on the wall is used to display the achievements of children, who have been especially helpful or courteous. Staff find out all about the children to ensure that they provide a service, which meets their individual needs. They gather information from parents and the school about what the child can do and what they are interested in. This helps staff to establish children's starting points and capabilities.

All of the children attend school throughout the day, therefore, the manager is aware that activities need to complement what they do there. There is some discussion with the reception class teacher, who provides information about what the children have achieved in school. However, the informal methods of exchanging information are not secure enough to ensure that children will remain interested and challenged in their future learning. A good mix of child-initiated and planned activities are provided. The setting

offers an inclusive and welcoming environment. Effective planning is used which links to the Early Years Foundation Stage and incorporates the wishes of the children when planning the continuous provision. For example, 'Our Big Book' is an opportunity for children to contribute comments about what they like doing best and what they might like to do in the future. Staff are well aware of how to meet the individual needs of the early years children and plan activities to enhance their learning. Consequently, the club assists effectively in children's learning. For example, when developing children's personal and social skills through cooperative activities, as those in different age groups work together.

Children are very confident and eagerly choose the activities and toys that interest them. They are able to help themselves to a good range of resources, for example, dressing-up clothes, bicycles, scooters, craft materials, which support their own ideas. Children build dens outdoors and show off the volcano they have built or their artwork on the walls. They develop narrative and story to add enjoyment to the endless fun they have with cardboard boxes or they simply enjoy resting in shady areas under the tree after a busy day in school. These activities and games all help the children to be active, independent learners, as they play together, sharing equipment and ideas and waiting their turn.

Staff promote, support and extend children's learning well. For example, when children show an interest in leaf patterns and the size and shape of the leaves. Practitioners support and extend the interest shown by children outdoors to look at some nearby herbs and discuss how they would be used. They encourage children to find paint and paper, so that they can make their own leaf prints. Staff add ideas to ensure children overcome any barriers they encounter. Children persevere for long periods, concentrating on what they do and applying imaginative solutions to problems they encounter. The setting is committed to providing children with good quality care and learning and they are having fun as they participate in a range of exciting activities with their friends after school. Staff fully understand the need for positive partnerships with staff in other settings, which provide the Early Years Foundation Stage, to effectively promote continuity of care and learning.

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

Children enjoy warm relationships with staff as they spend time talking and listening to them. Detailed information is obtained from parents about children's routines, likes and interests. This means that positive steps are taken to ensure children feel settled and secure. All children demonstrate confidence and they are highly motivated in exploring their surroundings. They independently access resources, for example, pens, paint and paper and have learnt how to share popular play items, such as bicycles. The resources which children show most interest in are set out for them prior to their arrival, so that they can quickly engage in play. For example, there is a lot of time and energy expended by children, who play in large cardboard boxes and they represent their own thoughts and ideas in how imaginatively and comprehensively they make use of these in original ways.

Children's dietary needs are known and their health is regularly discussed with parents, so that any issues can be quickly resolved. They spend a large part of their time outdoors as they sit harmoniously under a shady tree in the garden. When they come into eat snack,

they enjoy cheese, ham, fruit and crackers. They go for walks to the local park to play on a wider range of equipment. All of this combines to contribute to children's general well-being and physical development.

Children can rest and play according to their individual needs and routines. This promotes their well-being effectively. Staff ensure that there is continuous or free-flow play to the outdoors. This means that children are able to make effective choices about the learning environment, which suits them best and many choose the fresh air to build dens or run and cycles. Young children dress-up as Snow White or push dolls in prams outdoors. They are encouraged to lead a healthy lifestyle and enjoy being in the fresh air after a day in school. Opportunities to promote children's understanding of safety are actively promoted. For example, staff reinforce understanding of safety by reminding children cycling that they must always wear helmets and that they should wear hats in the strong sun. They understand the need to apply sunblock when they go outdoors. Staff prioritise safety effectively and provide safe surroundings, which enables children to explore and be active learners through making their own choices. Young children are taught to recognise dangers and how to manage risks safely. For example, when handling scissors or knives.

Children behave very well and clear boundaries contribute effectively to this. For example, they are expected to share the more popular resources. There are high expectations by staff for good behaviour and being kind and courteous to each other. Older children are considerate to their younger peers and they are polite to each other and to adults. Staff are kind and attentive towards children and often tell them 'well done', which boosts their self-esteem and desire to try again. This message is reinforced by the 'Pride Board', which highlights children making good a contribution. Consistent messages help children to learn right from wrong. Children develop confidence in group settings. This contributes effectively to helping children move forward to the next stage of their learning.

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

The out of school club is effectively managed and is well organised. Staff have a good knowledge and understanding of safeguarding procedures and how to protect children. Effective vetting and recruitment procedures are in place to make sure that all persons employed are suitable to work with children. Good systems are in place to keep children safe. Children are further safeguarded as the premises are secure and staff are vigilant about visitors, who are required to sign the visitor's book. Children are supervised at all times. Staff demonstrate a good awareness of safety issues and take care to ensure that the environment is welcoming, safe and accessible. This contributes to children's enjoyment during their time at the setting and ensures that they have a positive childcare experience that forms a sound base for their future learning.

Staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. The manager has started to complete the Ofsted self-evaluation to highlight strengths and areas for improvements. However, the views of parents are not yet sufficiently taken account of, in order to fully promote children's developmental opportunities. The manager makes sure she can talk to staff about how they work and

how activities are evaluated. For example, staff attend regular supervision and appraisal meetings, which helps to improve staff's understanding of how they can deliver the Early Years Foundation Stage.

The setting works hard to promote partnership working with parents, who are warmly welcomed into the club. Information about children is exchanged on a frequent basis, in order to discuss a child's day and the progress they are making. In addition, newsletters keep parents informed about what children are learning at the club and informs them about future events. Parents' comments that they are very happy with the quality of service their children receive. Parents value the staff, they find them approachable, caring and sensitive to children's needs. The setting establishes generally good links with teaching staff at the school and staff act as a link between teachers and parents to provide continuity of care as they take children to and collect them from school each day. However, procedures for working with the school to support the educational programmes children are following are not consistent enough to ensure they will remain challenged and interested in their learning. The manager is aware of the need to work in partnership with others, as the need arises, in order to help children, who may need extra support in their learning.

### **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 action. 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

<b>Unique reference number</b>	EY447949
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	895314
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Over Hall Community Enterprises Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01606 869111

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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