

# Sunlights and Twilights

Whitegate C of E Primary School, Whitegate Road, Whitegate, NORTHWICH, Cheshire, CW8 2AY

## Inspection date

17/10/2013

Previous inspection date

10/05/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 relaxed and friendly atmosphere where all children are welcome and included.
- Comprehensive safeguarding procedures are effectively implemented by staff to ensure the children's safety in the club.
- The manager and staff have worked hard to engage parents in the teaching and learning, which enriches and extends the experiences for children. As a result, children make good progress in their learning.
- Partnerships with the parents and school are embedded and effectively support transitions, therefore, children's experiences in their learning and development are seamless and consistent.
- Children are very happy, motivated and keen to learn. They exhibit high levels of independence and develop strong relationships with the staff.

### It is not yet outstanding because

- The outside environment is not always used to its full potential to provide focused adult-directed activities.
- Occasionally, the presentation of books does not successfully engage children's interest.

## 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 hall and the outdoor learning environment.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, and the providers' self-evaluation toolkit.
- The inspector looked at children's learning journals and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The inspector talked to children and staff at appropriate times throughout the inspection.

## Inspector

Margaret Foster

## Full Report

### Information about the setting

Sunlights and Twilights out of school club is run by a private provider and was registered in 2009. It operates from rooms within Whitegate C of E Primary School. Children have access to an enclosed outdoor play area. The school is situated in a residential area in Northwich, Cheshire. It is open each weekday from 7.45am to 9am and 3.15pm to 5.15pm, term time only. In the school summer holidays it operates from Monday to Thursday from 8am to 6pm for the first three weeks.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 60 children on roll, of whom eight are in the early years age group. There are four members of staff, three of whom hold childcare qualifications at level 3.

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

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

- Ensure that reading resources are attractively displayed inside and outside to maintain children's interest and enthusiasm for books.
- maximise opportunities for children's outdoor learning by offering additional adult-directed activities, so that children learn the rules and organisation of particular games.

## Inspection judgements

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

Staff provide a happy stimulating environment where children's work and photographs are celebrated and displayed on boards around the main room. An effective registration process identifying children's starting points with parents ensures that children's individual needs and interests are quickly identified and activities planned. Planning is robust and based on the children's interests and consequently, they are enthusiastic and motivated to learn.

Children are well supported in their learning because staff have a good knowledge of the Early Years Foundation Stage and recognise how children learn through play. Staff offer children opportunities to explore, investigate and learn through first-hand experiences, both indoors and outdoors. Children have continuous access to a wide range of quality

resources and activities. However staff do not always maximise opportunities to further develop children's reading and books could be displayed more attractively to engage children's interests.

Resources are housed in accessible storage, developing children's independence and choices. There is a good range of resources that reflect the diversity of a multi-cultural society, which helps children gain awareness of the wider world. Staff invite parents to share their professions and heritage with the children and they play an active role in the out of school club. Parents have attended sessions and children have learnt to make chapattis and learnt some Russian words. Children benefit from skilful interactions from staff, using opportunities to teach new skills. When a child found some acorns in the outdoor environment the staff encouraged her to count them and then asked her how many would one more be, children are encouraged to solve problems and have the confidence to accept challenges. This complements the children's structured day in school. Children's progress in their learning is good and supported by the strong partnerships that have been developed with families.

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

The club is child centred and fully inclusive and there is always a warm welcome from staff, which means children settle in well and happily choose their activities. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. They take an active part, making choices about their play and helping to tidy away resources at the end of the session. Staff gather relevant information from parents when children first start. There is some daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children.

A high priority is placed on personal, social and emotional, development consequently the children are calm, play cooperatively and older children support younger children. Children's independence is nurtured in all aspects of the provision as they access activities and resources, which build on children's developing skills. At snack time staff demonstrate good relationships with the children and the children talk about their day or what they are going to play with. Staff are enthusiastic and make sure all children have the opportunity to join in, showing that the children are valued and important and building their confidence. Children's behaviour is good and staff are skilful at using strategies of distraction and intervention to ably support children in day-to-day activities. They are good role models and use positive interaction.

Children give ideas for choices for snacks and these are always linked to the school's healthy eating policy so that children learn to understand about making healthy choices. Children's independence is further encouraged as they serve themselves, wait for their turn and make healthy choices from the good range of food on offer. Children are able to play happily and securely because the resources and play area are safe and suitable. As a result, children enjoy a pleasant environment, which supports their well-being and enjoyment of all activities. They learn to keep themselves safe through practical daily routines and staff guidance. This results in children enjoying their experiences in the club

and learning skills that support their learning at school.

Children have continuous access to an extensive outdoor environment and consequently, they have the opportunity to run, climb and experience a range of physical activities. Children's explorative and experimental skills are well developed because of the access to the natural environment and they are developing a greater understanding of exercise on their bodies and a healthy lifestyle. However, staff do not always teach children the rules and organisation of particular games to enhance their learning of how to be part of a team. Strong relationships with staff, parents and providers ensure that children make transitions from one setting to another seamlessly, maintaining their progress and continuity.

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

The manager demonstrates a good understanding of her role in meeting the requirements of the Early Years Foundation Stage. The staff team use a quality improvement tool to evaluate the educational programmes and how to best meet children's needs. They are committed to the improvement of the club. The manager monitors staff performance, both informally through working alongside the staff and more formally through annual appraisals. They hold regular meetings to evaluate practice. The staff monitor the children's observations and plan based on a thorough knowledge of the children, therefore children's individual needs are supported well. Children's, parents' and partners' views are gathered and changes made to activities and routines so that children's care and learning is enhanced.

Staff are knowledgeable and well trained in safe guarding procedures, and comprehensive risk assessments are completed indoors and outdoors. Consequently, children are safe and secure in the club and have confidence to explore the environment. Staff understand their responsibilities to provide safe play environments for children. They complete daily safety checks and regularly review risk assessments to promote children's welfare. Recruitment procedures are robust and new staff are supported through a shadowing process for several weeks to ensure the well-being of the children. Children make good progress in the club due to the highly skilled and enthusiastic staff and they benefit from the positive interactions. Parents are kept informed of what the children are learning through half termly newsletters and are able to support children's learning at home.

Parents speak with high regard about the club and say that they are happy with the care and report on the positive impact on their child's learning and how happy the children are to attend. Relationships in the wider community are good. Partnerships with the school and pre-school are well-established and contribute well to children's continuity of care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## 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>     | EY401437                  |
| <b>Local authority</b>             | Cheshire West and Chester |
| <b>Inspection number</b>           | 879419                    |
| <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>      | 30                        |
| <b>Number of children on roll</b>  | 60                        |
| <b>Name of provider</b>            | Victoria Joan Barlow      |
| <b>Date of previous inspection</b> | 10/05/2010                |
| <b>Telephone number</b>            | 01606 882006              |

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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.

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Piccadilly Gate  
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