

Sunrise Sunset Kidz Club

Powick Parish Hall, 46 Malvern Road, Powick, Worcestershire, WR2 4RT

Inspection date	10/12/2013
Previous inspection date	16/02/2011

The quality and standards of the early years provision	This inspection:	3
	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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy and settled and develop a real sense of belonging in the club's welcoming surroundings. There is a consistent buzz of conversation as children and adults enjoy each other's company and take part in rewarding activities.
- The provider and staff ably plan and organise interesting activities which reflect children's interests, promote their purposeful learning and build on their skills and understanding in all areas of learning.
- Positive relationships with parents, the school and other community organisations help the provider and staff to get to know children well, and to accurately assess and meet their needs.

It is not yet good because

- There are breaches to requirements of the Statutory framework for the Early Years Foundation Stage which relate to record keeping. Initially some information about staff vetting processes was not available for inspection. Omissions to some attendance records mean it is not always clear how long children were present or who was looking after them.
- While most creative activities are well organised and managed, staff do not always check that pens and pencils are fit for purpose or that paper and colouring books are invitingly presented.

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 committee/play room.
- The inspector held meetings with the provider and the deputy manager.
- The inspector spoke to children and the staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector discussed the provider's self-evaluation form and improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Rachel Wyatt

Full report

Information about the setting

Sunrise Sunset Kidz Club registered in 2007 and is on Early Years Register and both parts of the Childcare Register. The club is one of two out of school clubs owned by the provider. It operates in the main hall, the committee room and associated facilities in Powick Parish Hall near Malvern. Children have access to enclosed outside play areas and a local park.

The club employs six members of childcare staff, all of whom have appropriate early years qualifications to at least level 3. One member of staff has Early Years Professional Status and two have Qualified Teacher Status. The club opens before and after school, Monday to Friday during school term times when sessions are from 7.45am to 9am and from 3pm to 6pm. Holiday clubs are run during half-term holidays in the summer and autumn terms and during the Easter and summer holidays. Holiday club sessions are from 8am to 6pm. Children attend for a variety of sessions.

There are currently 52 children aged from three years on roll, of whom 14 are within the early years age group. The club has close links with the adjacent primary school where most children attend. It may be possible for the club to collect children from other schools.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain an accurate daily record of children's hours of attendance and of the names of their key persons
- ensure all required records are easily accessible and available. Specifically this refers to maintaining a record of staff vetting processes which includes details of the reference number and date of issue of every member of staff's Disclosure and Barring Service check.

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

- improve the management and monitoring of documentation to ensure required information is recorded and maintained regarding both children and staff
- enhance children's literacy and creativity by consistently providing them with suitable pens and pencils and interesting art materials to extend their emergent writing and drawing.

Inspection judgements

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

All children thoroughly enjoy being at this welcoming and fun out of school club. The provider and staff successfully plan and organise rewarding activities and experiences which complement children's learning at school and pre-school, and enable them to have fun, socialise and relax. The adults skilfully create an atmosphere where children are encouraged and supported to be effective learners. They are eager to join in, confidently make choices, and often show high levels of concentration, purpose and imagination. The provider and staff have a sound knowledge of children's individual characteristics, abilities and interests from their interactions with them, their regular observations and effective information sharing with parents, carers and the school and pre-school. For example, the provider meets with the reception class teacher so they can mutually agree next steps for each child. Using this information the provider and staff confidently provide activities which consolidate children's learning at school and help them to move forward with their learning.

There is a real buzz of activity from the time children arrive. They confidently decide what they want to do, and staff make sure children's views and choices are an integral part of their planning and organisation of activities and resources. This includes children and staff going to find additional items and games from the storage area. Low-level storage units placed in the play room contain additional resources and games which children can help themselves to. Occasionally, staff do not check that art and mark making materials are fit for purpose, but overall children have access to stimulating toys, resources and games which enhance their learning and skills. Children's enjoyment, cooperation and sense of purpose are enhanced by the provider's and staff's involvement in their play and learning. The adults interact well with children. They are as enthusiastic as the children about the activities and games, effectively joining in to support and extend children's interest, skills and enjoyment.

Children are confident to express their ideas and needs. There is always buzz of conversation as they talk about what they are doing and making, and while they discuss and negotiate during their co-operative play and games. Children enjoy looking at books in the cosy story area and relish making marks, drawing and colouring. For example, a mixed age group of children and members of staff busily make their own templates for Christmas themed drawings. Three- and four- year-olds design and carefully colour in their delightful pictures. Children also relish board games and fun opportunities to solve problems. They enjoy taking part in a member of staff's special Christmas guessing game, becoming increasingly confident and adept at giving the other participants clues to help them identify the picture they are holding. Staff consistently and adeptly incorporate other opportunities to consolidate children's literacy and numeracy skills during activities and routines. For instance children often label their artwork. Giving each child a numbered card to hold and then hand in as part of school drop off procedures, has improved their accuracy in recognising and ordering numbers.

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

Required information about children's hours of attendance is not always accurately recorded or the names of key persons looking after them. This is a breach of regulations and means it is unclear whether ratios are met. However, the provider is able to demonstrate that sufficient staff consistently work with children in order to keep them safe and to promote their physical and emotional well-being. In other respects, the club's friendly, welcoming atmosphere ensures all children feel included, settle quickly and develop a strong sense of belonging. Their interests are followed up, their choices are often encouraged and they are well supported in forming positive relationships with other children and with the adults working with them. Children's views are welcomed and followed up, for instance to extend the club's resources or range of snacks and meals.

Priority is given to successfully fostering children's social and emotional well-being. Staff are kind and approachable, reassuring and encouraging children so they gain in confidence. Children also behave well, in a calm and relaxed way, staff make sure children know what is happening next and what is expected of them. They respond to staff's requests, take responsibility, for instance in looking after their possessions, and help with tasks such as tidying away toys and setting the table for breakfast. In particular, children get on really well together, learning how to negotiate and play cooperatively, and forming friendships. When children first start school, the out of school club staff sensitively support them in adapting to full-time education and to their new routines and surroundings. Thereafter, well-managed sessions and routines enable children to relax and have fun before and after their busy days at school or pre-school.

The provider and staff effectively promote children's understanding of how to be healthy and to keep safe. Children's understanding of aspects of a healthy lifestyle are fostered during well-managed hand washing routines and regular physical play activities. They make healthy choices during relaxed and social breakfast and snack times. Children have contributed to a recent review of meal times and helped to devise new menus for breakfast and snacks. Children also show a good understanding of how to behave safely and sensibly when they move around the building, use tools, such as scissors or use physical play equipment, and as they walk to and from school.

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

Monitoring of some record keeping lacks rigour. The provider has not identified or addressed omissions to records of children's and adults' attendance and of staff vetting processes. As a result, there are breaches to Early Years Foundation Stage safeguarding and welfare requirements and to the Childcare Register requirements relating to documentation. However, these breaches do not have a significant impact on children's safety and well-being. The provider was able to demonstrate that staff are deployed to meet ratios and to effectively promote children care, learning and development. During the inspection the provider was also able to provide information to confirm that suitability checks have satisfactorily been completed on all staff.

There are, however, effective procedures to ensure the learning and development and other safeguarding and welfare requirements are met. The provider and staff effectively monitor children's learning and development through their observations and assessments and information sharing with parents and other early years staff who work with the children. Effective staff performance and development procedures ensure everyone working with children is well qualified and keeps up-to-date. In their practice, the provider and her colleagues enthusiastically and effectively work together to provide a generally inviting and a safe and secure environment for children. In particular, their positive relationships with parents, carers, the school and pre-school enable them to effectively meet children's needs and offer them consistency and continuity. Parents appreciate the provider's and staff's welcome and their regular feedback about their children's time at the club. They particularly highlight that their children are happy, settled and doing well. As part of their monitoring and evaluation of the club's effectiveness, the provider and staff regularly seek and act on parents' and children's views and suggestions. For example, children's suggestions influence the day-to-day planning of activities and resources. They also contribute to the further development of the out of school provision, such as the current plans to create 'clubs' focussing on specific interests or skills. In connection with this, children and staff are currently trialling different activities, such as sewing and baking.

The provider and staff understand their responsibilities to protect children from harm. Most of them have attended relevant, recent safeguarding training. They have appropriate safeguarding policies and local procedures to guide them and for parents to refer to. They know what action to take if they have any concerns about a child's welfare. In addition, effective communication between the club, school and families ensures prompt information sharing about any accidents, incidents or existing injuries to a child. Children's welfare is further protected as the provider ensures all required information is obtained about them and their families. Children are also kept safe and are effectively supervised. The provider and her colleagues carefully monitor the safety and security of the premises, for instance, through regular checks and comprehensive risk assessments. They know who can collect children from the club and safely manage taking them to and collecting them from the schools they attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

To meet the requirements of the Childcare Register the provider must:

- maintain an accurate daily record of children's hours of attendance (compulsory part of the Childcare Register).
- maintain an accurate daily record of children's hours of attendance (voluntary part

of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY342983
Local authority	Worcestershire
Inspection number	820766
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	52
Name of provider	Katie-Lou Bassett
Date of previous inspection	16/02/2011
Telephone number	07846860805

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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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