

# Sunrise-Sunset Club

St. Bedes Catholic Primary School, Keepers Lane, Weaverham, Northwich, Cheshire, CW8 3BY

## Inspection date

28/01/2014

Previous inspection date

17/04/2012

## 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	1
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

- Children are exceedingly happy, confident and motivated to learn. They feel safe and show exceptionally high levels of independence. Children develop outstanding relationships with the staff who care for them and with each other.
- Children have consistency and continuity as there are highly effective partnerships between the club, school, parents and carers. Parents have an exceptionally high degree of trust in the staff of the club and the care provided for their children.
- The leadership and management of the club is very good, and as a result, staff understand their responsibilities in relation to helping children learn and develop.

### It is not yet outstanding because

- Occasionally, some teaching opportunities are not maximised, and as a result, children's learning is not consistently extended or challenged.

## **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 outside.
- The inspector had a meeting with manager of the club and undertook a joint observation with her.
- The inspector looked at children's assessment records, evidence of the suitability of adults working in the setting and a range of other documentation.
- The inspector took into account the views of parents and children spoken to on the day.

## **Inspector**

Sheila Riddall-Leech

## Full report

### Information about the setting

Sunrise-Sunset Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and is situated in St. Bedes Catholic Primary School in Weaverham, Cheshire. All children have access to the school hall, the school grounds for outdoor play and associated facilities.

The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, and one has level 6. The club opens Monday to Friday from 8am to 8.50am and 3.20pm to 6pm during term time only. Children attend for a variety of sessions and are all pupils of St Bedes Catholic Primary School. There are currently 12 children on roll who are in the early years age group. The club supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

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

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

- develop strategies to support all staff to consistently extend and develop teaching opportunities so that the learning of all children is consistently good.

## Inspection judgements

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

Overall, teaching is good. Most staff support children very well and use adult-led and child-initiated activities to extend children's thinking, interests and learning. For example, staff and children have purposeful conversations as they cut, stick and colour and play a card game. As a result, children are actively engaged in their learning and make good progress. Occasionally, some teaching opportunities are not fully maximised, and as a result, some children's learning is not consistently extended or always challenged. However, during a child-initiated activity of building dens, staff encourage the children to use different resources, while at the same time maintaining their safety. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, staff and children talk about their games as they play cards together. As a result, children's communication and language is supported particularly well. In the past, staff have effectively supported children who speak English as an additional language by planning activities that focus on their interests.

Staff show a genuine interest in children's play and interactions, and as a result, relationships between children and staff are exceptionally warm and strong. Children are

very happy, highly confident and have excellent levels of independence. They are active and motivated learners. They freely engage in many independently selected activities which sustain their attention for long periods of time. For example, children play ball games outside from when they arrive in the club until it is almost dark. Staff recognise children's progress and understand their needs and interests. Observation files for all children in the early years age group are started as the child begins attending the club. Regular observations of children are carried out, recorded and cross-referenced to the areas of learning. These records are supplemented by digital photographs. The files provide a delightful reference to share with parents. Progress in the prime areas of learning is accurately tracked against the early learning goals.

The club operates from the school hall, which provides a very good, large space for children to explore, move and develop their physical skills, independence levels and confidence. Strong partnership with the school enables the club to make use of other facilities and the outdoor play areas. This offers scope for many different activities to develop children's skills and learning across all ages. For example, the children take part in cookery sessions. Children's movement between the club and the school is very well supported, as some staff work within the school during the day and know the children exceptionally well. Parents are welcomed into the club by the staff and have frequent exchanges of information. There are a very good range of quality resources available for the children. These are supplemented by access to school equipment, such as a television and DVD player. As a result, children engage in an extensive range of self-chosen activities which interest and motivate them.

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

Children's personal, social and emotional development is exceptionally well supported within the club. This enables children to form very strong relationships with their peers, older children and the staff. A good key person system is in place, but all of the staff know the children very well. As a result, children show a real sense of belonging, they feel safe and have a strongly developed sense of trust. Behaviour in the club is very good and children respond to instructions and directions very well. Children are very aware of the club rules and the reasoning behind them. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated well through their play. For example, children know not to throw balls inside and the reasons for this. Staff, particularly the manager, are very positive role models for the children. They treat them with a high degree of respect and care.

Staff ensure that a clean and organised environment is provided and give children time to develop their own play activities at their own pace. Staff support children to develop good hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available. All children are fully independent in their personal hygiene routines. The indoor play environment gives children abundant space to move around freely and develop physical skills.

Staff work very well as a team and share information about children's care needs and interests. There is consistency and continuity of care between the club and the school, and as a result, parents are well informed about their child's needs. Staff ensure that they tailor the children's care according to their needs and ages, and place good emphasis on getting to know children's preference and interests. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them.

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

There are very rigorous and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to help ensure children's safety and welfare. All staff know and understand their roles and responsibilities in relation to safeguarding children. There are also effective recruitment, vetting and induction procedures in place to check that adults caring for children are suitable. All the required policies and procedures, including risk assessments and emergency evacuation practices, are in place. These have been reviewed recently.

Most staff have relevant and appropriate early years qualifications, and additional training opportunities are accessed through the school and local authority. Two staff have worked in the school and the club for several years, and this helps to provide consistency of care for children. All staff show a strong commitment to the care and well-being of all children. They are very effectively supported by the manager of the club. As a result, staff support children's learning and thinking well, through meaningful conversations and interactions. For example, staff praise children's efforts when they pretend to put on a show, with words such as 'fantastic' and 'superb', which helps to develop children's vocabularies. Staff performance is appropriately monitored through a personal effectiveness system and very frequent and informal discussions. Overall, staff have a good overview of the educational programme and ensure that the positive environment and positive teaching methods contribute to children's progress and learning. Children's achievements are tracked against the early learning goals to monitor their progress, and as a result, children achieve well. There are clear and achievable improvement plans in place, which are accurate, realistic and challenging. These are developed through discussions with staff and through parents' and children's questionnaires. Recommendations from the last inspection have been met in full. This demonstrates a strong capacity for further improvement.

Parent and carer discussions on the day of the inspection indicate that they are exceptionally satisfied with the service provided by the club. Parents speak in highly complimentary ways about the impressive quality and consistent care provided for their children and the skills of the manager. Parents are very well informed about the club through an attractive welcome leaflet and especially the approachable and friendly staff. Frequent discussions with staff enable information to be effectively shared about children's activities. Partnerships with the school are very strong and effective. As a result, children develop high levels of confidence and are very well supported, both in the club and as they move classes and prepare for the next stage in their 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	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

<b>Unique reference number</b>	EY330851
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	820561
<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>	24
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Carol Anne Rudkin
<b>Date of previous inspection</b>	17/04/2012
<b>Telephone number</b>	01606 77927

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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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