

Sunflowers Out Of School Club

Broomfield School, Broomfield Avenue, Northallerton, North Yorkshire, DL7 8RG

Inspection date	30/10/2014
Previous inspection date	20/05/2014

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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

- The setting is well-resourced and organised. Consequently, children show confidence within their surroundings as they are happy and settled.
- Staff have developed appropriate partnerships with parents and local primary schools to ensure children's individual needs are met and their learning can be complemented.
- Children are provided with a safe and secure environment as staff have a clear knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

It is not yet good because

- Arrangements for performance management do not adequately focus on assessing staff practice to improve the quality and effectiveness of teaching and learning.
- Background noise is sometimes too loud for children to fully develop their listening and attention skills.
- Staff do not always effectively use everyday activities and routines to provide opportunities for children to further develop their independence skills.
- Self-evaluation has not yet been sufficiently developed to clearly identify areas for future development and to improve the learning opportunities for children.

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 viewed all areas of the setting accessed by the children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Full report

Information about the setting

Sunflowers Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings owned and managed by a private company. It operates from a classroom within Broomfield School in Northallerton, North Yorkshire. The setting serves the local area and is accessible to all children. There is access to an enclosed outdoor play area. The setting employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 2. The setting opens Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, during school term time and from 8am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 45 children on roll, five of whom are in the early years age group. The setting receives support from the local authority and supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve performance management systems to ensure supervisions assess the effectiveness of staff practice and provide the necessary support needed to strengthen the quality of teaching and learning.

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

- maximise opportunities for children to further develop their listening and attention skills by keeping background noise to a minimum, with regard to the use of the television
- encourage children to further develop their independence skills during daily activities and routines, for example, by allowing them to pour their own drinks, cut their own food and use scissors
- develop the self-evaluation process to improve the quality of future practice, support children's learning and take account of the views of parents.

Inspection judgements

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

The quality of teaching is satisfactory as staff have a sound knowledge of the Early Years Foundation Stage. Staff adequately promote children's development as they provide them with a suitable range of fun and interesting activities across all seven areas of learning. Children are continually asked what they would like to do during the session to make sure they feel valued and respected. As a result, children are mainly engaged and motivated throughout their play. For example, children concentrate well and develop their critical thinking skills as they participate in role-play activities. They enjoy using their imagination as they pretend to serve customers in a supermarket. Consequently, children make steady progress in their learning and development from their starting points. Staff complete observations of the children to recognise their achievements, identify the next steps in their learning and track the progress in their development. Alongside this documentation, photographs and examples of children's own work are collated in learning journey records. Parents are reasonably informed as staff encourage them to view their children's learning journey and are provided with verbal feedback on a daily basis. Staff have developed appropriate links with local primary schools, which ensures a consistent approach. They share relevant information with teachers so children's learning can be complemented. Children with special educational needs and/or disabilities are appropriately supported to ensure their individual requirements are met.

The setting is well-resourced and organised. Children have access to a good range of toys and equipment, which are easily accessible to enable them to make choices within their learning. However, background noise is sometimes too loud and the television is not always switched off when children stop watching it to engage in other activities. This means that children's listening and attention skills are not fully enhanced at such times. Staff support children's communication and language development as they interact well with them, engage in constant discussion throughout activities and ask appropriate questions. This ensures children feel comfortable and confident when communicating with staff and their peers. Children have suitable opportunities to play with a selection of different materials, such as coloured pens, pencils and paint to develop their early writing skills. They enjoy being artistic as they make pumpkins and spiders for Halloween. This supports their expressive arts and design skills. This is further promoted as children show excitement as they participate in messy play activities, where they explore and investigate the different textures of gloop, baked beans and custard.

Staff support children's mathematical development as they build using a range of construction resources and talk about colours, shapes and numbers. For example, children confidently count up to 8 during a creative activity and are able to place numbers in order from 1 to 10. Children have daily opportunities to develop their physical skills as they play in the outdoor area, which enables them to be active and take appropriate risks. Staff promote children's personal, social and emotional development by involving them in regular outings during the holiday period as they visit the park, farm, library and cinema. Therefore, children are acquiring the necessary skills needed to be ready for school and the next stage in their learning.

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

The setting has implemented an appropriate key-person system, which ensures children develop positive relationships and form secure attachments. Staff provide children with a warm, bright and welcoming environment to promote their emotional well-being. Children show confidence within their surroundings as they are clearly happy and settled. Staff are sensitive and caring towards children as they offer support and reassurance when required. They encourage them to recognise their own individual needs by providing suitable times to be restful and active. This supports children's all-round development. Clear settling-in procedures enable staff and parents to share relevant information about children to support their move from home. As a result, children feel comfortable and self-assured when they first start at the setting.

Staff generally encourage children to be independent as they access their own resources, initiate their own play and wash their own hands. This helps to promote children's self-confidence and enables them to develop appropriate self-care skills. However, staff do not always effectively use everyday activities and routines to provide opportunities for children to further develop their independence skills. For example, by allowing them to pour their own drinks and cut their own food during mealtimes and encouraging them to use scissors during creative activities. Clear hygiene practices enable children to develop an understanding of their own health and well-being. Staff provide children with a variety of nutritious snacks, which helps to promote the importance of a healthy diet and lifestyle. Lunch time meals are supplied from home and staff encourage parents to make healthy choices for their children. This is further supported as staff talk about the importance of health throughout children's activities. For example, a staff member explains the reasons why it is important to drink lots of water. This ensures children start to gain an understanding of making healthy choices for their bodies. Staff provide children with regular opportunities for outdoor play, fresh air and exercise to ensure they are physically active and develop their coordination skills.

Children's behaviour is appropriately managed as staff use a calm and consistent manner to provide clear guidance and simple explanations. A number of strategies are used, such as a traffic light system, to ensure children learn that their actions have consequences. Consequently, children understand the boundaries and expectations within the setting which results in them playing well together. Children receive regular praise and encouragement from staff, which enables them to feel appreciated. Staff talk about the importance of safety to ensure children have a suitable awareness of keeping themselves and others safe. This enables children to develop their own understanding of risk.

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

The manager and staff have a clear knowledge and understanding of the safeguarding and welfare requirements. They have attended relevant training and know the procedures to follow if they have any concerns about children in their care. This is further supported by a range of written policies and procedures, which are implemented appropriately within the setting. Risk assessments and daily safety checks are also completed by staff to identify any potential hazards and minimise risk to children. As a result, children are provided with a safe and secure environment. Recruitment procedures for induction,

vetting and assessing the suitability of staff are in place. This ensures staff understand their roles and responsibilities. Staff are deployed appropriately within the setting and ratios are consistently met to maintain children's safety and well-being.

Staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are appropriately covered and children are making progress. Some performance management systems are in place as the manager has recently started to complete supervisions with staff to further their professional development. However, these do not adequately focus on assessing the effectiveness of staff practice to provide the necessary support needed to strengthen the quality of teaching and learning in the setting. Staff show commitment and the newly appointed manager can identify some strengths and areas for improvement. However, the self-evaluation process is not sufficiently developed to improve the quality of future practice, support the children's learning and take account of the views of parents. The manager and staff have worked hard to address most of the actions raised at the last inspection and following the monitoring visit undertaken in July 2014. However, some areas, such as, improvements to performance management arrangements are still developing. This is due to the short timescale between inspections, however, the setting has demonstrated a suitable capacity to maintain continuous improvement.

There are appropriate partnerships with parents to further support children in their learning and development. Parents make comments, such as, 'My child enjoys his time at the setting and I am happy with the service that I receive' and 'There has been lots of positive changes since the new manager was employed'. Sound links have been established with the local authority, other professionals and local primary schools. Staff work in partnership with them and share relevant information to meet the individual needs of children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY294417
Local authority	North Yorkshire
Inspection number	977480
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	45
Name of provider	Warnes Nurseries Ltd
Date of previous inspection	20/05/2014
Telephone number	01609 781755

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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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