

Sunrise Sunset Kidz Club

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

Inspection date	10/11/2014
Previous inspection date	10/12/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children settle quickly because staff are welcoming, attentive and friendly. Children's behaviour is good because the established rules and routines help them to play well together.
- Children make good progress in their development because staff provide an excellent range of resources and interesting activities that complement the learning that takes place at school.
- Safeguarding policies and procedures are clear. Staff demonstrate that they understand their role in making sure that children are protected from harm and kept safe.
- Partnerships with schools and parents are strong, and information about children's individual needs is routinely shared to ensure that children are provided with consistent care.

It is not yet outstanding because

- Performance management is not yet sharply focused on monitoring the impact of staff practice. As a result, the club is not clearly identifying ways to improve children's experiences and promoting professional development for the future.
- Opportunities for children to learn about different foods and the importance of a healthy diet are not always promoted. Consequently, children's understanding of how to develop a healthy lifestyle is not maximised.

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 indoor areas used by children.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety, and discussed the settings self-evaluation process.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Sunrise Sunset Kidz Club registered in 2007 on Early Years Register and the compulsory and voluntary 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 four members of childcare staff, all of whom have appropriate early years qualifications to at least level 3. The club opens from 7.45am to 9am and from 3pm to 6pm, Monday to Friday, during term time. Children attend for a variety of sessions. Holiday clubs are also offered during half term holidays, according to demand, and run from 8am to 6pm. There are currently 67 children on roll, of whom nine are within the early years age group. The club has close links with the adjacent primary school which most children attend.

What the setting needs to do to improve further

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

- enhance performance management and monitoring procedures to ensure that the good quality of teaching continues to develop for the benefit of children and information is used to shape staff's professional development in the future

- provide more opportunities for children to learn about healthy eating, by helping them to understand the importance of eating well and encouraging them to try a greater variety of fruit and vegetables.

Inspection judgements

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

Children make good progress in their development because staff provide an excellent range of resources and interesting activities that complement the learning that takes place at school. Children are happy and they settle quickly on arrival. Staff speak to the school teachers regularly and use the information shared to effectively plan activities that complement and reinforce what children are already learning. The manager and staff are well known in the school and are well placed to discuss children's interests and to share any other relevant information. Children are interested in what they are doing and become absorbed in their play as they choose what they want to play with from the range of resources and activities. This stimulates children's independent learning, which helps to support their overall learning and development. For example, a group of boys choose to sit at table that has writing materials. They independently decide they are going to make books. Each child then spends an extended period of time focused on this task. They illustrate and write based on their own interests and are keen to share what they are

doing with others. Staff skilfully intervene when needed by helping them with their spellings, encouraging them to sound out the initial letters. As a result, staff are challenging children to use skills already developed at school. This helps children to continue to progress in their learning.

Good relationships between children and staff are evident. Staff clearly know all children well and use this knowledge to ensure that all children get the help and support that they need. Information about children's progress is routinely shared between the club and school. Staff demonstrate that they have the necessary skills and understanding to help children learn and develop. This enables them to plan a good range of complementary activities that support children's all round development. Staff continually reflect on what types of activities children will enjoy and involve children in making choices. Staff identify that younger children benefit from opportunities to role play and they have developed different themes in role-play areas, to extend learning and ensure that children are fully engaged. For example, one group of children play in a cafe they have set out, while others make a series of dens using blankets and furniture. Consequently, children become absorbed in imaginative play that supports their understanding of the world around them and provides opportunities for them to successfully communicate and negotiate with their peers.

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

Children feel secure because they develop excellent relationships with staff, who are welcoming and friendly. Children settle quickly because staff ask them about their school day and listen to what each child has to say. Children's behaviour is good because the established rules and routines help them to play well together. The club is well resourced with a variety of toys and equipment accessible to all the children. Staff have taken care to ensure that resources are well suited to the ages of the children and are carefully matched to their needs. Therefore, children's continued learning is actively promoted. Partnerships with schools and parents are strong and information about children's individual needs is routinely shared to ensure that children are provided with consistent care. Children's emotional well-being is supported because all children have an identified key person, who knows them well. Relationships between children and staff are close because staff join in and play with children during activities. Consequently, children benefit from a calm and supportive environment where they are valued and cared about.

The club promotes opportunities for children to develop their independence. For example, they are reminded to wash their hands after going to the toilet and before eating food. This helps children to understand and adopt routines that help them to lead a healthy lifestyle. Although menus are devised to take into account children's preferences and most meals are healthy and nutritious, the club has not fully considered ways to encourage children to learn about the importance of eating well. For example, there is little discussion around healthy choices and fruit and vegetables are not always provided to accompany meals. However, the club provides regular opportunities for children to be physically active when playing outside or when using the hall. At these times they are provided with more challenging experiences which enable them to learn about how to keep safe as they take

small risks in their play. Children show increasing levels of independence with managing their own care needs. They ask staff before going to the toilet alone and carry their own meals from the kitchen area. Staff help children when required and in return children are keen to volunteer to help staff. For example, when a member of staff asks for a volunteer to help carry and unload the food shopping a number of children are keen to help out. This is because they have excellent relationships with staff that are based on mutual respect.

Relationships with parents are also strong and parents provide positive feedback about the quality of care and education that the club provides. A three-way flow of information is exchanged between the club, parents and school, which means that children are provided with consistent care. All required information about children's health or medical needs is gathered prior to children starting. This includes information about any required medication or allergies. All staff have attended first-aid training, which means that they know how to respond to accidents and all incidents are recorded, and parents informed. This means that children's welfare, safety and good health is assured.

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

Leadership and management are strong and there is clear motivation to develop the club further for the benefit of all children that attend. Safeguarding responsibilities are understood by staff, who clearly explain how they would deal with concerns that relate to child protection. Information to support safeguarding practice is detailed and informative as safeguarding policies and procedures are clear. The club has robust recruitment procedures. Staff suitability is checked by the requesting of references, viewing certificates and verifying identity. The management is able to provide evidence of enhanced Disclosure and Barring Service checks for all members of staff. Systems that have recently been embedded ensures that all required information is available. Staff demonstrate that they understand their role in making sure that children are protected from harm and kept safe. All areas of the provision are safe and secure and daily safety checks carried out by staff ensure children's ongoing safety.

Staff work closely to support each other's practice. They do this by having good lines of communication and by holding regular discussions, where they discuss all aspects of the club. However, there is room to improve this system by focusing more specifically on the impact of staff practice, to identify areas for professional development for the future and to ensure that outcomes for children continually improve. Nevertheless, staff have clear understanding of the Early Years Foundation Stage and demonstrate sound knowledge about how to support children's ongoing learning. Management continue to provide and monitor the educational programmes well. The effective monitoring is consistently improved by staff's ongoing reflection and evaluation. Management use this to adapt and review the way the staff plan activities and to identify where children's learning can be improved.

Partnerships with schools have been developed which means that important information

about children is now regularly shared. Furthermore, the club takes account of advice given by other professionals who support the management. Parents speak positively about the club and their views are taken into account by staff to strengthen the self-evaluation process. The management clearly identify areas for improvement, which they prioritise and address through a whole team approach, using meetings and discussions. This includes meeting the actions and addressing the recommendations from the last inspection. All of this demonstrates a clear commitment by management and staff to continually reflect on practice and to strive to provide the highest standards of care and learning for 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	EY342983
Local authority	Worcestershire
Inspection number	962820
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	67
Name of provider	Katie-Lou Bassett
Date of previous inspection	10/12/2013
Telephone number	07846860805

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

