

Sunflower Kids Club

Clinton Primary School, Caesar Road, Kenilworth, Warwickshire, CV8 1DL

Inspection date

11/11/2014

Previous inspection date

20/05/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Teaching is good because staff know the children well. They observe children during their play and use the information gathered to plan interesting and challenging activities to promote their learning.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children and implement effective practices to minimise hazards to children.
- Staff have established good relationships with parents and strong partnerships with the primary school, which ensures children's individual needs are met and their learning is complemented. This successfully promotes children's emotional well-being.
- Staff are positive role models as they reinforce appropriate behaviour and provide clear guidance to the children. As a result, children understand the boundaries and expectations within the club.

It is not yet outstanding because

- Everyday activities, such as snack time, are not always used to provide opportunities for children to develop their independence skills further.
- Opportunities to support children in making independent choices about what they play with are not fully extended.

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 took account of the views of parents and carers spoken to on the day of inspection.
- 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 the director, looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

Inspector

Rupinder Phullar

Full report

Information about the setting

Sunflower Kids Club is run by Sunflower Kids Club Limited. It opened in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in the grounds of Clinton Primary School in Kenilworth, Warwickshire. It operates from a temporary classroom in the grounds of the school and there is an enclosed area available for outdoor play. Children attending the club come from Clinton Primary School only. The club opens Monday to Friday, term time only. Sessions are from 3:15pm until 6pm. There are 33 children on roll, 2 of whom are in the early years age range. Children attend a various session. The club employs two members of childcare staff. All of whom hold appropriate early years 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:

- encourage children to develop their independence skills further, for example, by allowing them to serve their own food and pour their own drinks during snack times
- enhance the opportunities for children to make independent choices, for example, by displaying pictures as well as words on storage boxes that contain toys and resources.

Inspection judgements

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

The quality of teaching is good because staff understand how children learn. They follow children's individual interests and needs to plan a good balance of child-led and adult-initiated activities to promote their learning. Staff continually ask children what they would like to do throughout the session to make sure their views and opinions are valued. As a result, children are engaged, motivated to learn and are making good progress in their learning. Staff provide a good variety of activities that are age and stage appropriate. Therefore, children have opportunities to choose what they would like to play with and how they would like to spend their time at the club. Further activities are available and stored in boxes on shelves which children can access, to extend their choices of play. However, the boxes are not clearly labelled with pictures or words to assist children to make even more independent choices in their learning.

Children's communication and critical thinking skills are well supported. Staff incorporate active listening, clear explanations and the use of questions that require children to think to arouse children's curiosity during play. For example, following a theme about a historical event, staff engage children in discussion as they paint. Staff use vocabulary,

such as 'big' and 'small', and ask questions, such as 'What else do you think?', 'How else would we do that?' and 'Where else would you like to put that?'. Children make connections between the historical event and the lives of others today. Children listen with interest as staff share stories and give clear explanations, for example, about why it is important to remember those who have made and are making a difference to the lives of others. All this supports children to become thinkers and confident communicators as they develop their knowledge about the wider world and the communities that they live in. Consequently, children acquire the skills needed to be ready for school and the next stage in their learning.

Staff regularly observe children during play and assess their learning and development. This helps staff to recognise children's achievements, identify their next steps in learning and track their progress. This also enables the key-person to monitor children's progress and plan for their individual learning and development needs. Parents are kept well-informed about their children's learning and development. In addition to daily verbal feedback, staff provide parents with a summary of their child's progress, in a 'year book'. Parents value the content of the 'year book'. They contribute to it with positive comments. They recognise the progress that their child has made throughout the year and this encourages their active involvement. Staff have also established strong partnerships with the host school, where the children attend. Staff share relevant information with teachers to ensure that there is a consistent and complementary approach in children's learning. As a result, children's individual learning needs are effectively met.

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

Children are forming secure attachments with staff and other children in the club. This is because staff are good role models and are warm and welcoming. The key-person system works effectively to ensure all children's care and learning needs are fully identified and met. For example, key-persons are allocated before a child starts and they spend time getting to know the child and the parent. Staff pair children who have recently started in the club with those who have been there longer. As a result, children settle quickly and make friends, supporting them well in their next stage of learning. Parents are kept up-to-date with their child's progress and care needs through daily discussions and information. Parents spoken to at the time of the inspection comment that their children enjoy attending the setting, which means they often do not want to leave at the end of the session. Partnerships with the school are also strong. Children attending the club come from the host school. Staff ensure that there is constant dialogue with the key people in the school, such as the class teacher, so that children's individual care needs are known and responded to promptly.

Staff encourage children to be independent and manage their own personal needs. Children confidently self-select activities, initiate their own play and wash their hands. This promotes their self-confidence and helps them to develop their self-care skills. However, there are fewer opportunities for children to enhance their independence skills suitably during snack, for example by allowing them to serve their own food and pour their own drinks. Staff provide daily opportunities in the outdoor play area for children to be active and have fresh air, which supports their emotional and physical well-being. Staff talk to

the children about the importance of safety as they remind them of the rules and encourage them to negotiate space during their play. This ensures children develop their own understanding of risk as they learn how to keep themselves and others safe.

Children are learning to take turns, share toys and equipment and adhere to the club boundaries. Children are happy, play well together and form friendships with other children. Staff have a consistent approach to managing children's behaviour. They reward children with praise and 'sticker charts' for good behaviour. They remind children of the club rules, which they have helped to put together. As a result, children are aware of what is acceptable behaviour and strive to receive stickers on their sticker chart.

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

The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They have attended relevant training and know the procedures to follow if they have any concerns about the welfare of a child. This is further supported by a good range of written policies and procedures, which are implemented successfully to protect children's welfare. Staff complete daily safety checks to ensure the indoor and outdoor environments are free from hazards and risks are minimised. Therefore, children are provided with a safe and secure environment. Good recruitment, induction and vetting procedures are in place, which ensures staff are suitable and appropriate for their role. This effectively maintains the safety and well-being of children.

Staff work together to monitor and evaluate the educational programmes to ensure that all areas of learning are covered. As a result, Children are making good progress given their starting points. Performance management systems are in place and staff are encouraged to further their professional development through regular supervisions, team meetings and training opportunities. Self-evaluation is effective and the manager can clearly identify the strengths and areas for future development. Staff strive for continuous improvement to support children's achievements over time and develop the quality of their practice. The manager has ensured that the recommendations from the last inspection have been addressed. In particular, they have ensured that the parents are regularly made aware of the policies and procedures of the club and where these can be accessed. As a result, parents are now fully aware of how the club is managed.

Staff have established good relationships with parents to further support children's learning and development. Parents are involved within the setting as they receive daily communication and newsletters, which provides them with relevant information. Parents are very complimentary about the club and make comments, such as 'Staff are approachable and friendly, and the children are happy'. Staff work closely with the host school and other professionals which makes a strong contribution to meeting 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	EY350224
Local authority	Warwickshire
Inspection number	863321
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	16
Number of children on roll	33
Name of provider	Sunflower Kids Club Limited
Date of previous inspection	20/05/2009
Telephone number	07950368402

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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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