

The Sunrise & Sunset Club

George V Pavillion, George V Way, Sarratt, Hertfordshire, WD3 6BJ

Inspection date

26/11/2014

Previous inspection date

08/06/2011

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

How well the early years provision meets the needs of the range of children who attend 1

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 1

The quality and standards of the early years provision

This provision is outstanding

- Children have a wonderful time in this fun-filled environment. Staff and children plan activities that are linked to their interests. Exciting learning opportunities are superbly used to teach children varied skills, so that they are well motivated and independent.
- The owner and staff have an outstanding knowledge and understanding of how to safeguard children. Parents are made aware of the responsibility of staff to protect all children in their care. This contributes to protecting children's welfare.
- Staff have an excellent understanding of how children of different ages and levels of development learn through play. As a result, activities are interesting and all children thoroughly enjoy their time at the club.
- Leadership is inspirational. The owner and staff team successfully strive to provide a high-quality out of school experience that effectively complements children's learning and development.
- Staff manage children's behaviour exceptionally well. They use excellent strategies so that children develop high levels of self-esteem. They work closely with parents and carers to provide children with clear guidance about what is acceptable behaviour.

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 spoke to children and staff at appropriate times. She observed children taking part in a range of activities.
- The inspector looked at a sample of children's learning records, planning, documentation and the system used for monitoring children's progress.
- The inspector spoke with the manager, staff and children at appropriate times throughout the inspection. She also checked staff's qualifications and their suitability records.
- The inspector took into account the views of parents spoken to during the inspection.

Inspector

Maura Pigram

Full report

Information about the setting

The Sunrise and Sunset Club was registered in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. The club serves the local area and is accessible to all children. It operates from the sports pavilion in the George V playing fields in the village of Sarratt. Staff take and collect children from the local schools. There is an area available for outdoor play. The club opens Monday to Friday, during term time only. Sessions are from 7.30am to 9am for breakfast club and 3pm to 6.15pm for after school club. Children attend for a variety of sessions. There are currently 70 children on roll, nine of whom are in the early years age group. The club employs eight members of childcare staff. One staff member holds Qualified Teacher status. Three staff members, including the owner, 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:

- consider ways to further develop children's high interest in imaginative play, such as by having visual aids and dressing-up materials even more easily available.

Inspection judgements

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

Children thoroughly enjoy themselves in this busy and fun environment. On arrival, they are highly motivated and quickly join in with activities of their choice. When children first start, parents are asked to complete an initial All about me document. This provides staff with a wealth of knowledge, such as, children's likes and dislikes, people who are important to them, and additional general information. Staff use this communication to ensure children access challenging activities that they enjoy. As a result, children settle quickly and happily into the group. Planning is very flexible in order to meet children's interests and individual needs. For example, children contribute to planning, so that their ideas are incorporated and highly valued. Each child in the early years age group has a detailed learning journal. These contain sharply-focused observations, next steps in their learning, photographs and a varied range of their work. Staff regularly share these with parents, so that any gaps in their children's progress are quickly identified and supported. As a result, they are fully aware of their child's development and are fully involved in their learning. The manager and staff also share information with teachers from the children's schools. For example, summaries of children's progression and welfare needs are regularly sent to children's teachers. This means that there is continuity of care and learning between all parties and children are extremely well supported in their learning and development.

Children of all ages play exceptionally well together. Older children support their younger friends, enabling them to join in with their games and to feel welcome into the club. Staff who work directly with the younger children are extremely experienced. They act as excellent role models and use a range of teaching strategies to engage children in active learning. For example, open questions and modelling play contributes to children successfully completing a complex construction task. This effectively promotes their self-esteem and means that they concentrate for long periods of time. Staff are always nearby to support and extend children's learning during their play. Children often seek out staff to join in their games and activities. For example, when playing a variety of table top games, which supports children's mathematical skills, and reading stories. Children have great fun when they play in the imaginative hairdressers area. They take orders from each other for their specific requests. In addition, they make money for their cash register, using paper and pens. Excellent support from staff means that children's communication and language skills are extended. However, further resources, such as, visual aids and dressing up materials, are not consistently easily available to enhance their learning and development even further.

Children show that they are active learners, because the enthusiastic manager provides them with wonderful experiences to help them extend their curiosity. For example, exceptional teaching helps children to gain an in-depth understanding of a variety of new words. During a cooking session, meaningful discussions take place about the origin of the ingredients and the utensils used. During this activity, they learn about recycling and how items, such as plastics, are used again. This increases children's understanding of the world around them and how to care for the environment. Children are provided with interesting art and craft activities to support skills that they use at school. For example, they imaginatively create a variety of hand held puppets. They confidently use tools, such as, scissors and pens, and write stories about the items that they have made. This positively supports their hand-writing skills. Overall, children are developing excellent skills for the future in this vibrant out of school club.

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

Children are warmly welcomed into the club by the friendly manager and staff. The key-person system is well embedded and collection times from schools are effectively managed so that children feel secure. As a result, children make the move from school to the club easily. Younger children delight in seeking out their key person. They invite them to join in with their imaginative play or show them special books that they have brought to the club. Older children invite staff to play a variety of challenging board games. This shows that children feel a secure sense of belonging and have strong bonds with their key person. Children also demonstrate that they are developing caring qualities and form good relationships with each other. They are provided with specific responsibilities and help each other to complete tasks, for example, when making art and craft models. Children are extremely happy to attend. They state that they love coming as there is always something different to do and that everyone is very polite. Excellent links with teachers means that children are emotionally ready for the next stage in their learning.

Staff have high expectations of children. They work closely with parents and carers, and

seek and act on professional advice that benefits and supports children in their care. Staff use highly effective behaviour management skills. They believe in rewarding positive behaviour, for example, by having regular reward evenings for being extra helpful or kind. They also believe in listening to children and supporting them to resolve their concerns. Staff work very closely with parents, carers and teachers to promote a consistent approach and ensure continuity between home and the setting. Relationships throughout the setting between adults and children are highly respectful. Consequently, children are extremely confident, independent and self-assured. This contributes greatly to their emotional readiness for their continued learning at school.

Staff promote children's health well. Children are often provided with organic food and children's dietary needs are well known and adhered to by the attentive staff. Mealtimes are well managed. For example, tea time is organised in small groups with staff sitting alongside children. They share their news and decide on activities for the remainder of the day. All resources used by children are of high quality, challenging and appropriate to their ages and stages of development. Children display independent skills in managing their personal hygiene needs. Older children support younger children and show them where to wash their hands before eating. The club has received an award for high hygiene standards. This contributes to positively promoting children's welfare. Children benefit from daily opportunities to play outside and take part in a variety of activities to promote their physical well-being. For example, they enjoy visiting the nearby play area, where they practise their physical skills, such as, climbing and jumping on the large play equipment. They also play a variety of team games, such as football and cricket, to develop their coordination skills. Staff are always nearby to offer support and guidance to children about keeping themselves and others safe. Children also learn to keep themselves safe when they take part in the regular interactive cooking sessions. For example, discussions take place about the safe use of knives and heating utensils, such as the mobile hot plate.

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

The manager, who is also the owner of the club, has very high aspirations for quality. She is extremely well organised. The staff, including those who are new, have an outstanding knowledge and understanding of safeguarding issues. They are very aware of the policy and procedures to follow if they have any concerns. The manager ensures that their knowledge is in line with current guidance and they have regular refresher training. This includes information regarding the safe use of mobile phones, cameras and social media sites. Parents are made aware of the responsibility of staff to protect all children in their care. Robust recruitment procedures ensure all those working with children are safe to do so. Staff development is highly valued and supported, so that staff can extend their knowledge even further. The comprehensive induction systems, supervision meetings and appraisals contribute to this. Children's safety is a priority. Thorough and effective risk assessments are completed on all aspects of the club. The manager regularly reviews these to ensure children are as safe as possible at all times. Vigilant staff safely manage collection times from school. For example, younger children are collected from their classrooms. In addition, staff wear a uniform with a reflective tabard, so that children can

easily identify them.

The manager and staff work very well together. They complement and build on each other's strengths and contribute to evaluating their practice. There is a strong drive and commitment to continually improve and maintain high standards for children. For example, during the regular staff meetings, evaluations of the various aspects of the club take place and ideas for on-going development are exchanged. The manager is extremely pro-active. She ensures that ideas are implemented and continually reviewed, so that these have a positive impact on children's learning and development. The recommendation raised at the last inspection has been successfully addressed. As a result, parent's views are now incorporated into the evaluation process. Children's views are also included through observations and discussions. Children's learning is monitored very closely. This ensures that any potential issues are discussed with parents and the child's class teacher at the earliest opportunity. The staff member working with the early years children is a qualified teacher specialising in this age group. As a result, high quality interactions take place and children are provided with exceptional support to aid their learning.

There is a strong partnership with parents. They are passionate about the club and actively seek out the inspector to share their thoughts. Parents are exceptionally happy with the setting and comments received are very positive. They state that the manager and staff are wonderful and that their children's confidence has developed greatly since coming to the club. There are strong partnerships with teachers and staff at the schools that children attend. Important information is sensitively exchanged with school staff on a daily basis to ensure children's changing needs are very well met. This contributes to children making rapid progress in their learning and development.

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	EY341069
Local authority	Hertfordshire
Inspection number	849301
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	70
Name of provider	Pippa Louise Alexander
Date of previous inspection	08/06/2011
Telephone number	07890 467733

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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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