

# Sunflowers Out Of School Club



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

<b>Inspection date</b>	6 April 2016
Previous inspection date	30 October 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The manager has addressed all the recommendations and actions from the club's previous inspection and shows a strong desire to continue to improve. She works closely with the staff team, children and parents to identify areas for improvement.
- Partnerships with parents are effective. Information is successfully shared on a daily basis. Parents are kept well informed about the planned activities in the club.
- Staff plan and provide a wide range of activities to effectively build on children's learning in school. As a result, children approach their play with enthusiasm and they enjoy their time at the club.
- Children's behaviour is very good as they remain engaged at all times throughout the session. Staff offer regular praise and encouragement to children, helping them to feel valued and appreciated.

### It is not yet outstanding because:

- The monitoring procedures for staff are not yet focused fully on raising the quality of their practice to an even higher level.
- Opportunities to increase the information gathered from school to promote even better consistency in children's learning and development are not maximised.

## What the setting needs to do to improve further

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

- strengthen the process for monitoring staff performance and focus more precisely on their training and continued professional development
- enhance information gathering from local schools about individual children's interests and developmental needs, in order to fully support a consistent approach to their learning.

### Inspection activities

- The inspector viewed all areas of the premises used by the children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector engaged in discussions with the staff and children throughout the inspection at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the club's self-evaluation and the impact this has on the setting.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is professional and extremely organised. She and her staff team are well qualified and very committed to providing an environment in which children thrive. The manager uses information from supervising and monitoring to set out targets for continuous improvement of the provision. Children are involved in evaluating the activities on offer. This helps to give them a sense of belonging and self-worth. Staff take into account these comments and use them to inform their next steps in planning. The manager and the staff team work well together. Staff are deployed effectively in the setting and children are supervised well. The arrangements for safeguarding are effective. Staff have a clear understanding of the steps to take should they be concerned that a child is at risk of harm. Recruitment procedures are robust and help to ensure the suitability of staff. Staff implement a wide range of policies and procedures and they maintain all required documentation. This contributes to them keeping children safe and protecting them from harm. Staff understand the importance of working with external agencies if children need additional support or help in their learning.

### Quality of teaching, learning and assessment is good

Children are self-motivated and initiate their own play. For example, they develop their problem-solving skills and use their imagination as they compete with their peers to make the tallest tower out of plastic cups. Staff provide appropriate support, when necessary, while encouraging children to think critically. Older children are encouraged to help and support younger children, which they do willingly. Children are confident communicators and show pride in their creations as they share their achievements with others. They show high levels of concentration and determination during activities. For example, children thoroughly enjoy being artistic as they make puppets. Staff introduce mathematical language to children through everyday play. They regularly count and discuss size, height and measure. Staff keep records of children's progress and learning in individual files.

### Personal development, behaviour and welfare are good

Staff provide a positive environment in which children settle well and make new friends quickly. On entry, settling-in visits are arranged and planned, depending on children's individual needs. These help prepare them emotionally for their first day. Children's work is valued and attractively displayed so that they develop a strong sense of belonging. Children help decide the rules for the setting and staff offer them clear and consistent guidance about their expectations. Staff encourage children to use their manners, be polite and take turns. Children apply their learning well and behaviour is good. Staff know children well and have good relationships with them. They engage in good quality interactions, encouraging children to speak out and share their thoughts. Staff successfully promote children's health and well-being. For example, children have good opportunities to be physically active. They are encouraged to develop their independence skills and are regularly reminded to wash their hands after using the toilet and before eating.

## Setting details

<b>Unique reference number</b>	EY294417
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	1041385
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Warnes Nurseries Limited
<b>Date of previous inspection</b>	30 October 2014
<b>Telephone number</b>	01609 781755

Sunflowers Out Of School Club was registered 2004. The club employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The setting opens Monday to Friday, from 7.30am until 9am and from 3.10pm until 6pm, during school term time. During school holidays, sessions are from 8am until 6pm.

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