

Sunrise @ Wharton Before and After School Club



Willow Wood Community Primary School, Bradbury Road, WINSFORD, Cheshire,
CW7 3HN

Inspection date	14 December 2016
Previous inspection date	6 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children are happy and enthusiastic about attending the out-of-school club. Practitioners in school and the club follow established routines when children arrive from their classrooms. This promotes children's safety well.
- Practitioners demonstrate good knowledge and understanding of the learning and development requirements. This helps them to complement and consolidate what children learn in school.
- Leaders and managers demonstrate a clear intention to continuously develop the provision. They set out and implement an action plan for improving the club.
- Practitioners seek children's views about the club. They take account of children's preferences and interests when they plan activities.
- Practitioners are good role models. They establish consistent boundaries for children's behaviour. Children learn to be polite to each other and listen to everyone's views and ideas.
- Managers invite and welcome parents' views. Parents report that children talk with excitement about what they do at the club and want to stay there longer.

It is not yet outstanding because:

- Managers' regular assessments of practitioners' performance do not identify precisely enough what they need to improve and why.

What the setting needs to do to improve further

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

- build on the systems for assessing practitioners' performance so that plans for their professional development drive rapid improvement.

Inspection activities

- The inspector observed the quality of practitioners' interactions with children during activities indoors and outdoors. She assessed the impact this has on children's well-being.
- The inspector completed a joint observation with the area manager for the provision.
- The inspector held a meeting with a representative of the board of trustees and the area manager. She discussed the club's self-evaluation and plans for continuous improvement.
- The inspector checked evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Managers and trustees effectively communicate their vision for the club. They place children's enjoyment and well-being at the heart of their plans for improvement. Safeguarding is effective. There are clear arrangements in place for leading and managing the provision. As a result, practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect. Well-developed systems and routines help practitioners to keep children safe at the club. For example, the supervisor carefully checks the indoor and outdoor spaces for hazards before children arrive. Accidents and injuries to children are recorded and parents are informed about them. The manager checks the accident records to identify aspects of practice or items of equipment that may put children at risk. Recruitment is safely managed. Candidates are appropriately vetted and complete a period of probation before their appointment is confirmed. Managers implement a training programme that helps practitioners to understand and carry out their roles.

Quality of teaching, learning and assessment is good

All practitioners understand how children learn. They provide just the right amount of choice and support for children who are ready to play and relax after a busy day at school. Practitioners work in partnership with school and seek out information about children's interests. This helps practitioners to offer activities that children are keen to do and help to promote their learning. For example, children become deeply involved in role play. They pretend to be the doctor with a queue of patients waiting to be treated for a variety of illnesses and injuries. Practitioners skilfully join in and this helps to promote children's imagination and communication. Practitioners encourage children to count and write as part of their play and activities. For example, children invented and wrote down their own recipes for magic potions.

Personal development, behaviour and welfare are good

Relationships between children and practitioners in the club are good. Practitioners establish effective methods for teaching children to think about and regulate their behaviour. For example, children who are particularly helpful and considerate are praised and invited to add a glass bead to a small jar. When the jar is completely full, children talk together to agree on a group reward. Occasionally, a ballot is required to decide which reward most children want. Children learn to abide by the majority decision and begin to understand the principles of democracy. Children eat healthy snacks. They are consistently encouraged to eat some of everything that is on the table. They learn the reasons for eating a balanced diet and the importance of physical exercise. Parents provide important information when children first attend the club. This is regularly updated and helps to ensure children's well-being. For example, children with allergies to certain foods are kept safe because information is shared effectively. Consistent routines help children to become independent. They clear away their plates and cups and help to tidy up activities at the end of the session. Children work well together. For example, they agree that the small-world dinosaurs need a bigger volcano on their island. They work as a team to build and paint a model volcano.

Setting details

Unique reference number	EY447949
Local authority	Cheshire West and Chester
Inspection number	1065949
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	24
Number of children on roll	19
Name of registered person	Over Hall Community Enterprises Limited
Registered person unique reference number	RP525501
Date of previous inspection	6 June 2013
Telephone number	01606 869111

Sunrise @ Wharton Before and After School Club was registered in 2012. The club employs two members of childcare staff, both of whom hold appropriate qualifications at level 3. The club opens from Monday to Friday during term time. Sessions are from 3pm until 6pm.

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