

# Sunflower Kids Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350224
<b>Inspection date</b>	28 April 2008
<b>Inspector</b>	Elenora Griffin
<b>Setting Address</b>	Clinton Primary School, Caesar Road, KENILWORTH, Warwickshire, CV8 1DL
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<b>Registered person</b>	Sunflower Kids Club Limited
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Sunflower Kids Club is one of three clubs run by Sunflower Kids Club Limited. It opened in 2007 and operates from a temporary classroom in the grounds of Clinton Primary School, with occasional access to the school hall and computer suite. The school is situated on the edge of the town of Kenilworth, Warwickshire. A maximum of 16 children may attend the club at any one time. The club is open each weekday from 15.15 to 18.00, during term time only. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from four to under 12 years on roll. Children come from this school only, and mostly live within the local area. The club currently supports a number of children with learning difficulties and/or disabilities.

The club employs two members of staff, both of whom hold appropriate qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy being cared for in a clean and safe environment. They are generally well cared for if they have an accident or are ill. Staff hold current first aid qualifications and the sick child policy, which is shared with parents, helps to protect children from cross-infection. However, some accidents have not been recorded appropriately and have therefore not been signed by parents to acknowledge the entry. Parents give consent for medication to be administered to their child but do not currently sign to acknowledge the entry. Consequently, children's welfare is potentially compromised. Children do benefit from being cared for by staff who ensure that any medical and dietary needs are appropriately met, and when required staff are trained in procedures to support children with specific health needs.

Children benefit from daily opportunities to be active outside in the fresh air. They have fun playing ball games and have been eager to start a rota for turn taking when they use the bikes that the club have recently acquired. Children are also enthusiastic about signing up to the snack time rota in order to help lay the table, serve food and clear away. They enjoy healthy snacks and are able to access snacks and drinks throughout the session. Children are confident and they let staff know what they think about the food they have and staff respond positively, taking on board their comments. For example, children discuss the cold pasta salad they have for snack and staff take on board who prefers it warm and who would like to have it cold again in the future.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children enjoy being cared for in a bright and welcoming environment. Space is effectively organised in order to provide children with independent access to a good range of activities, games and resources. There is ample table top space available for children to spread out with self-chosen resources, and a book corner for rest and relaxation where there is an assortment of comfortable bean bags. Children take pleasure in relaxing in the book corner where they chat with one another as well as read stories and look through information resources.

Children are cared for safely through good supervision and the effective implementation of risk assessments and procedures. Children are learning to keep themselves safe. They regularly practise the emergency evacuation procedure and right from the start they develop a good understanding of what they need to do as staff discuss the arrangements and draw children's attention to the procedures, which are clearly displayed in both print and symbol form. Children are safeguarded from harm and neglect because knowledgeable staff follow comprehensive policies and procedures, and flowchart procedures from the Local Safeguarding Children Board are clearly displayed.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and relaxed in the after school club and are developing a strong sense of belonging. This is because staff encourage children to become active participants in their club. Children decide on the rules for the club, they make requests for the resources they want to use and put forward new ideas. As a result, the children have been supported to develop their

own 'Loggery' area, that they have laid out, placed logs in and planted bulbs, which they have watched grow and flower during the Spring. Children are effectively supported by staff who get to know them well and who plan an interesting and stimulating range of activities and topics for children to explore. Planning is flexible and responsive to children's interests and this ensures that there is a good balance between adult and child-initiated activities.

Children have fun at the club and really enjoy one another's company. They sit together for snack and happily chat as they wait for everyone to finish before making decisions about what they want to do next. Children work co-operatively together and over time have developed large pieces of work, which are displayed in the club or in their school. For example, children have been hearing Aboriginal stories from Australia and have created a large display of a Kangaroo copying Aboriginal painting techniques. Children enjoy art and craft activities and proudly display their work or keep it in their personal scrap books. They laugh as they use computer mat games to follow dance steps and to play pinball games. Children are creative as they use the resources available. They become focused as they build using Lego and are imaginative as they develop shared role play settings, such as fast food restaurants and hairdressers.

### **Helping children make a positive contribution**

The provision is good.

Children are encouraged to make a positive contribution to the club. Their views and ideas are actively sought by staff who respond appropriately to their contributions. For example, staff have taken account of children's views when developing the resources that are available for them. Value is also placed on helping each other and team work, and this is reflected in the sticker rewards that children receive. Consequently, children are well behaved and they play co-operatively and harmoniously together. Staff are proactive and plan an interesting and thought provoking range of activities for children to encourage them to think about ethics, morals, diversity and the wider world. For example, children learn about people that have strong values and beliefs, such as Martin Luther King and Nelson Mandela, they learn about Chinese New Year, Jewish festivals, patron saints and they discuss issues around bullying.

Children with learning difficulties and/or disabilities are effectively supported by knowledgeable and experienced staff who work closely with parents and the school to meet children's needs. Parents are kept well informed about the events, topics and activities that their children are involved in through notice boards and regular newsletters. Children's ongoing needs are met because staff form positive relationships with parents and chat to them on a daily basis in order to share information. Although a few club policies are shared with parents and the Ofsted contact details are clearly displayed, the information that parents receive does not include how they can access the club's comprehensive policies and procedures. Consequently, parents are not fully informed of the policies and procedures that potentially impact on the children's well-being.

### **Organisation**

The organisation is good.

Outcomes for children are positively supported through effective use of documentation and records that ensure children's individual needs are met. However, record systems are not always completed appropriately. For example, staff attendance is not always clearly recorded which potentially impacts children's welfare. Children do benefit from the positive relationship that

exists between the school and the club, which ensures that adults work together to provide continuity and consistency for children. Therefore, staff work successfully together to endeavour to ensure that ratios are met on a daily basis. Children enjoy being cared for by experienced and qualified staff who are committed towards continual improvement. They access ongoing training and are reflective about the activities and resources that they provide in order to ensure that the provision for children continues to be interesting and stimulating.

Overall children's needs are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all accident records and records for the administration of medication are completed appropriately and that parents consistently sign to acknowledge each entry
- ensure that systems for registering staff hours of attendance are completed consistently
- ensure that the information that is given to parents includes details of the policies and procedures that are in place and how they can access these.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)