

Inspection of Sunflower After School Club

Recreation Road Infant School, Recreation Road, NORWICH NR2 3PA

Inspection date: 27 November 2019

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy their time at the club. They tell the inspector that they particularly like the opportunities to play with friends and take part in their favourite activities. They comment that they like how 'the grown-ups play too!'

Children focus for extended periods of time on activities of their choosing. They often play cooperatively with friends and include other children of different ages in their play. Children demonstrate perseverance in difficult tasks. For example, they concentrate as they play a game, taking turns to remove wooden bricks from a tall tower. Children take pride in their achievements and ask staff to take photographs of models or constructions they are proud of. For instance, a group of children carefully stack and balance a large number of animal toys on to a boat in the water tray. They ask staff to take a photograph and then challenge another group of children to have a go.

From a young age, children treat each other with kindness and respect. During mealtimes, they offer each other plates of cut up vegetables and fruit. Children enjoy taking responsibility for buttering their own toast and serving themselves drinks. They are helpful and assist staff to tidy the hall and put toys away carefully.

What does the early years setting do well and what does it need to do better?

- Staff create a calm and relaxed environment for children to unwind after a long day at school. They create set areas for different activities, such as craft tables and large spaces for construction play with bricks. This enables children to play without disruption from others.
- Staff work effectively with colleagues in the host school. Some of the after school staff also work in the school. This helps to promote a shared approach and provides children with continuity of familiar adults throughout their day. Staff use a consistent approach to behaviour management and update parents with any messages from school.
- Children are familiar with the club's routines and develop good independence. For instance, they know they must wear special yellow sashes when going outside. They explain to the inspector that these help identify them as club members and that it helps them be seen. Children recognise and recall rules that help to keep them safe. They delight in playing energetically outdoors and benefit from plenty of fresh air and physical exercise.
- The committee and manager regularly seek feedback from parents and children to shape the provision. Recently they have used questionnaires to develop ideas about their menus and to review the toys provided for older children. Staff consider children's interests in their activity planning, as well as introducing

interesting themes, such as space or oceans.

- Children build positive relationships with staff. They engage in conversations about a range of topics, such as the book they are reading, their ideas for building huge models or discussing events happening at home.
- Parents speak highly of the club staff. They praise the variety of activities and how much their children look forward to attending.
- Policies and procedures are shared with parents via the club's website and noticeboards.
- The arrangements for supporting less experienced staff are not implemented as well as possible, to strengthen and develop the quality of their interactions to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff have a clear understanding of child protection issues and what to do if they have any concerns about a child's welfare or the behaviour of an adult. The committee and manager ensure appropriate policies and procedures are in place to promote a strong safeguarding culture. This includes the safe use of mobile phones and cameras within the setting. All committee members and staff have appropriate suitability checks in place.

Setting details

Unique reference number	EY544857
Local authority	Norfolk
Inspection number	10106839
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 7
Total number of places	52
Number of children on roll	122
Name of registered person	Sunflower After School Club CIO
Registered person unique reference number	RP544856
Telephone number	07950 471612
Date of previous inspection	Not applicable

Information about this early years setting

Sunflower After School Club registered in 1994 and is run by a voluntary committee. The breakfast club is open each weekday from 8am to 9am, with the after school club running from 3pm to 6pm, during term-time only. During the school holidays the club is open from 8am to 6pm, on various days according to the demand for places. The club employs 15 members of childcare staff. Of these, five hold relevant childcare qualifications at level 3 or above.

Information about this inspection

Inspector

Kate Oakley

Inspection activities

- The inspector observed the quality of interactions during activities indoors and outdoors and assessed the impact this has on children's experiences.
- The manager took the inspector on a tour of all areas of the premises to explain how the provision is organised.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector held a number of discussions with the manager. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.

We carried out this inspection 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.

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