

Inspection of Sunrise-Sunset

St. Bedes Catholic Primary School, Keepers Lane, Weaverham, Northwich, Cheshire
CW8 3BY

Inspection date: 11 March 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff create a warm, inviting and interesting environment. Children rush in happily from school, eagerly calling out to their friends and staff. They are quickly absorbed in activities with their friends. Children demonstrate a secure understanding of the setting's routines. For example, children know to put their bags away on arrival and to wash their hands as they prepare for snack. Children enjoy a wide range of healthy snacks that meet their individual needs. Staff understand the importance of building positive relationships with children. They get to know the children well and plan an exciting range of activities that meet the children's individual interests and needs. Children demonstrate that they feel safe. They are confident to approach staff for advice and support.

Staff create an inclusive setting where everyone is valued and included. For example, boys and girls play a competitive game of football together. Children are keen to celebrate each other's achievement. They give rousing applause and cheer, as their friends tell them about winning a swimming race. This support from friends significantly enhances children's confidence and self-esteem.

Children behave well. They are polite, kind and considerate to their friends. Children offer support when their friends struggle to put their helmet on. This level of support helps children to learn from each other and develop new skills. Staff place a strong emphasis on developing children's physical skills. For example, children particularly enjoy playing team games. This is evident from their beaming smiles and laughter.

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

- The manager and staff work well together to create a wide range of activities before and after school. Children are regularly consulted on all aspects of the club. As a result, children are happy, settled and have a strong voice and feel valued.
- Staff are supported well. They have regular opportunities to meet as a team and individually with the manager. They access a range of training through the school, such as safeguarding refreshers. This means staff have regular development opportunities and have a secure understanding of their roles and responsibilities.
- Staff provide clear explanations to children's questions and help them to understand safe practises. For example, children know that they must tell staff when they are going to play outdoors. Staff talk to children about the importance of wearing a helmet when using wheeled resources. Consequently, children wear their helmets and have continued this practice at home. This helps

keep children safe.

- Children love to play outdoors. Staff encourage them to learn new skills, such as playing badminton and tennis and making dens. Children persevere at mastering the balance board to navigate the play road. They punch the air in delight when they succeed. The prominence of these activities enables children to get plenty of fresh air and exercise.
- Children know and understand the setting's rules. Staff mirror the school's rules to provide consistent messages to children. For example, children know that when a member of staff puts their hand up they have to stop and listen. They share resources well and learn to take turns.
- Children like to read books. They enjoy the opportunities to curl up in the book corner at the end of the session to read. Some children create dens and sit inside reading to their friends. This shared love of reading is actively encouraged by staff. This effectively helps children to explore different concepts and learn new vocabulary.
- Staff provide a range of activities that spark children's creativity and imagination. Children spend time thinking through their Easter egg design. They are aware of the parameters for the competition and that the egg should contain certain components. This successfully builds on what children are learning about the Easter story in school.
- Support for children with special educational needs and/or disabilities is good. Staff collaborate with parents and teachers and carefully consider any adaptations that are required. This means all children are included and enjoy their time here.
- Parents are highly complimentary about the club. They say that their children love coming here and learn many new skills, such as riding a bike. Staff reliably share information between teachers and parents. This continuous flow of information is vital in supporting children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY330851
Local authority	Cheshire West and Chester
Inspection number	10311959
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	32
Number of children on roll	69
Name of registered person	Rudkin, Carol Anne
Registered person unique reference number	RP514807
Telephone number	07496109211
Date of previous inspection	17 April 2018

Information about this early years setting

Sunrise-Sunset registered in 1999 and operates from St Bede's Catholic Primary School in Weaverham. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during term time only. Sessions are from 7.45am until 8.45am and from 3.25pm until 5.25pm.

Information about this inspection

Inspector

Chris Scully

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the club.
- The inspector observed the interactions between staff and children.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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