Sunrise Sunset Club

Unique reference number (URN): 2831528

Address: St. Bedes Catholic Primary School, Keepers Lane, Weaverham, NORTHWICH, CW8 3BY

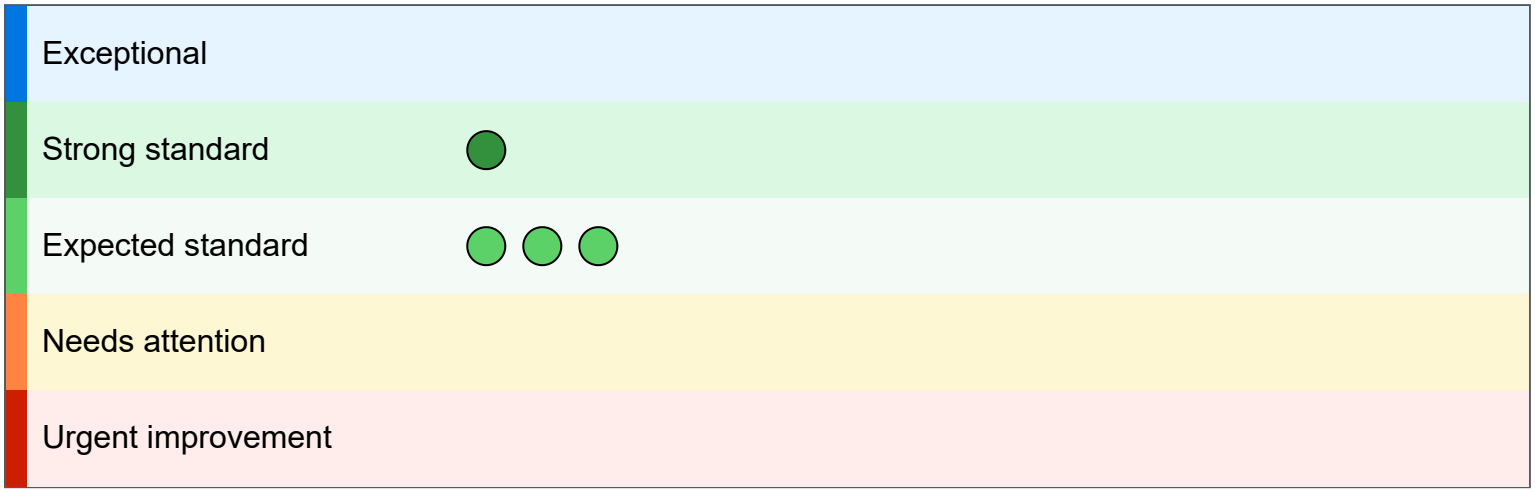
Type: Childcare on non-domestic premises

Registered with Ofsted: 01/04/2025

Registers: EYR, CCR, VCR

Registered person: Morrin, Caroline

Inspection report: 16 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Leadership and governance

Strong standard

Leaders demonstrate confident, reflective leadership and have a clear understanding of the setting's strengths and priorities for improvement. They have made significant improvements to the day-to-day running of the club. Leaders adapt the routine to create a flexible routine, where children have choice over how they spend their time. For example, children are able to choose when they would like their snack or have options to go straight outside to play. This creates a calm and settled environment, where children's individual needs are met.

Leaders continue to reflect on the safety of the premises and have made several changes to ensure the ongoing safety of children while they attend club. This involves strengthening security of the premises to ensure that no-one can enter the premises while club is taking place. Leaders risk assess all elements of the provision effectively and ensure that suitable steps are taken to ensure children's safety.

Leaders create a culture that empowers their team. They model and guide practice effectively, focusing on maintaining high expectations of practice. Leaders provide ongoing professional learning opportunities to their team. Staff have access to a range of professional learning opportunities and are encouraged to attend ones that support their areas of growth. Leaders focus on their staff wellbeing and create opportunities to strengthen their teamwork.

Leaders and staff have thoughtful and consistently positive interactions with parents and carers. They share consistent feedback with parents and keep them updated on changes taking place. Leaders and staff work closely with parents and the school to ensure that there is consistent and clear communication. This consistency ensures that all children, including those with special educational needs and/or disabilities and those who are disadvantaged, benefit from the wraparound support.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff have high expectations of children's behaviour, when attending club. They typically role model respectful interactions and quickly address any concerns with children, focusing on positive outcomes. Staff support children to play well with each other, encouraging kindness, respect and fun in all activities. Staff are attuned to children, they know them well and quickly identify when they need to adjust their approach to meet children's individual needs. This ensures that all children, including those with special educational needs and/or disabilities, can participate in the club activities. For example, staff notice when children need support to play with others and offer suggestions to promote this, such as creating a dance routine together.

Leaders and staff have not fully embedded the snack time routine so that all children fully understand expectations for safer eating. They have developed a routine that promotes children's choice. Leaders work with the school to follow up attendance and there are effective communication measures in place to support attendance. Leaders and staff promote and support positive attitudes to learning. They offer a variety of craft and art activities that support children to focus on a goal and develop skills, such as crochet. Staff support children by encouraging their ideas and progress towards their goals. Leaders and staff create a space, where children lead the activities and learning available. They empower children to choose, develop their own ideas and set their own goals. This means that children are fully engaged in the activities available and are confident to express their ideas and needs.

Children's welfare and wellbeing

Expected standard

Leaders and staff create a calm, safe and welcoming space for children. Leaders and staff ensure that they spend time with children with special educational needs and/or disabilities. They build warm relationships with children and focus on meeting their individual needs. For example, they check in with children on arrival to see how they are feeling so that they can offer the best support for them. Leaders and staff have a clear understanding of how to support children's welfare and wellbeing. They ensure that children have daily opportunities to play outside and be creative. Leaders and staff create spaces, where children can play with, and alongside others, and provide spaces that support individual children to have quiet time. For example, there are smaller spaces for small construction and reading books with comfy cushions or a large table set with craft and art materials.

Leaders and staff support children to make healthy options when eating and provide a snack that is balanced. Staff encourage and promote handwashing before eating. Staff are establishing effective routines around snack time, on occasion children are not fully supported to understand the rules or manage their own needs. They promote good manners and support children's social skills through play and routines. Leaders and staff promote children's physical health and wellbeing through a variety of outdoor play, including imaginative play, riding scooters or playing basketball.

Inclusion

Expected standard

Leaders and staff know children and their parents and carers well. They generally work closely with the school, sharing information and updates about children's wellbeing and daily happenings. Leaders and staff ensure that any information shared from the school is passed on to parents. They ensure this happens for all children but particularly for children with special educational needs and/or disabilities (SEND). Leaders and staff have high expectations of all children attending. They show passion and care for working with children to remove barriers to their learning. Leaders and staff plan activities each day but these can change based on children's ideas and interests. For example, staff may plan a drawing activity but when children arrive, they quickly ask for printing and collage, and staff adapt their plans.

Leaders and staff support children with SEND. They typically identify and assess children's needs and adapt their approach to ensure their individual needs are being met. For

example, leaders and staff create a flexible routine that supports children to be independent and make their own choices. This removes barriers for children, enabling them to participate in the club routine. Leaders and staff encourage children to express their opinions and needs. They enable children to choose what they need and when. All children engage and participate in the activities available.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children are greeted by warm and caring staff, who know them well and take a genuine interest in their day. Children respond positively to staff, seeking them out to play games, such as draughts, and to create artwork. Children experience a club that is calm, child led and focused on being safe while having fun. They can express their ideas and feelings knowing that they will be supported by caring staff. Children play well with each other. They take part in group activities, such as crafts or basketball. Children show a great sense of belonging in the club. They are confident to join the different activities and move freely in the environment.

Children experience activities that enable them to build new skills and learn from each other. They join in activities with joy and enthusiasm, eager to show their creations to parents on collection. Children experience a club that is flexible, fun and promotes independence. Children have free access to the spacious outdoor area, where they can run, play organised games or relax under the trees in the shade.

Children thrive in a setting, where they are empowered to make their own choices and set their own goals. They are seen as unique and receive support that meets their individual needs. Children's achievements and accomplishments are celebrated and shared within club. Children are encouraged to have good manners and be respectful to each other through play and routine activities. Their attendance is promoted and the club is seen as vital support by parents and carers. Children's parents are welcomed at the club and have positive relationships with staff.

Next steps

- Leaders should continue to embed the snack routines so that children can consistently make healthy decisions, understand the rules and manage their own needs.

About this inspection

The inspector spoke with leaders, staff, parents, children and head teacher during the inspection.

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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Inspector:
Anna Marshall

About this setting

Unique reference number (URN): 2831528

Address:
St. Bedes Catholic Primary School, Keepers Lane
Weaverham
NORTHWICH
CW8 3BY

Type: Childcare on non-domestic premises

Registration date: 01/04/2025

Registered person: Morrin, Caroline

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:45 - 08:45,Monday,Tuesday,Wednesday,Thursday,Friday : 15:25 - 18:00

Local authority: Cheshire West and Chester

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 16 June 2026

Children numbers

Age range of children at the time of inspection

4 to 11

Total number of places

36

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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