

Inspection of Sunshine Street At Duke Street Primary School

Duke Street Primary School, Duke Street, Chorley PR7 3DU

Inspection date:

26 September 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Staff warmly welcome the children as they collect them from their classrooms. Excitedly, children share stories of their day with staff and they receive praise for their achievements. The children transition safely from the school to the club. They walk safely, follow instructions and show they are familiar with the routine. Staff support children to keep themselves safe. For example, they follow rules about parts of the outdoor environment they can access and use equipment, such as scooters.

The club is full of fun and laughter as the children play happily together. They play board games and chat happily as they draw imaginative pictures. They take turns and the older children 'buddy' up with the younger children. In the game, they offer advice on how to play and are nurturing towards them. This builds strong relationships and teaches children to respect each other. All staff have high expectations of children's behaviour, which is impeccable. The children are polite to adults, each other and have exceptional manners.

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

- Staff know children well. Younger children have a designated key person. This helps to ensure that every child's well-being, safety and interests are met. The strong relationships that staff build help to develop children's self-esteem and confidence.
- Children help to create the setting rules and eagerly follow routines. Children sign in when they arrive and have a designated place to leave their coats and bags. They serve their own food, freely accessing snacks and tidying up afterwards. Children develop strong independence skills and a true sense of belonging.
- Snack times are social occasions, where staff and children clearly enjoy each other's company. Children happily chat about their experiences at the setting and what they enjoy most. This helps children's personal and social development and supports them to build relationships with children and adults.
- Staff help children to feel valued for their positive behaviour. For example, children who have demonstrated excellent behaviour are recognised and rewarded. Children proudly tell visitors they are noticed for being kind and helpful. This helps children to understand the expectations staff have of them.
- Children have many opportunities to be physically active. For example, they enjoy an energetic football game, play with hula hoops and run around happily with their friends. They love this time to play outside, where they can enjoy the many benefits of fresh air, promoting their physical development and well-being.
- The setting has excellent links with the host school that all children attend. Club

staff are a valued part of the school community. They often support younger children within the school day. Children explain they see club staff in the school day, on trips and at some special events, such as performances, providing a consistent approach.

- Parents appreciate the effort that staff make to get to know their children. They explain that their children are safe and happy. Parents comment that their children quickly form 'strong bonds' with the staff. Parents are impressed by the wealth of information the club share with school. This ensures the club confidently meets children's individual needs and provides continuity of care.
- The club leaders have high aspirations. They want to provide the very best experiences for children and families. Leaders and staff work well together as a team. Managers use supervision meetings to ensure staff feel supported, provide them with specific feedback and implement a programme of professional development. Staff feel supported and are exceptionally confident in their roles, planning exciting experiences that children enjoy. Staff endeavour to provide children with the best possible experiences at the club.

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	EY549922
Local authority	Lancashire
Inspection number	10407633
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	30
Number of children on roll	38
Name of registered person	Haddon, Elaine Marie
Registered person unique reference number	RP549921
Telephone number	01257239950
Date of previous inspection	14 January 2020

Information about this early years setting

Sunshine Street At Duke Street Primary School registered in 2017. The out-of-school club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one holds level 2. The out-of-school club opens from Monday to Friday, during school term time. Sessions are from 7.45am to 8.45am and from 3.15pm until 5.30pm.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The manager talked to the inspector about the provision at the club and how they want the children to benefit.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the club with the inspector.

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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