



Funzone

Inspection report for early years provision

Unique Reference Number	EY338329
Inspection date	11 January 2007
Inspector	Rachel Ruth Britten
Setting Address	Highfields CP School, Cumberland Avenue, Nantwich, Cheshire, CW5 6HA
Telephone number	01270 626 125
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Registered person	Leighton Funzone
Type of inspection	Childcare
Type of care	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.

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?

Funzone out of school and holiday care is one of two privately owned settings providing out of school care. It opened in 2006 and operates from three rooms within Highfield Primary School, Nantwich, Cheshire. A maximum of 24 children may attend the out of school and holiday care at any one time. The setting is open each weekday from 07.30 to 09.00 and 15.00 to 18.00 during term time. It is open each weekday during school holidays from 07.30 to 18.00, subject to demand. All children share access to a secure outdoor play area.

There are currently 25 children aged from four to under 11 years on roll, six of whom were present on the evening of the inspection. The out of school employs six members of staff. Of these, four hold appropriate childcare qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well protected because staff employ good health and hygiene policies and procedures. They keep toilet, floor and table areas very clean and ensure that there are sufficient toilet paper, soap and paper towels to last for the whole session. Staff have allocated roles and responsibilities to ensure that the environment remains clean and safe, checking areas throughout sessions and using a detailed health and safety checklist covering items, such as fridge temperatures, toilets, first aid box and medication forms. They also help children to learn and practise simple good health and hygiene procedures for themselves by reminding them to wash their hands before all food and after use of the toilet. They also ensure that children learn about the importance of physical exercise and encourage active outside physical play as part of every session. They set a good example by cleaning tables thoroughly, by talking about good hygiene, and by involving children in table laying, food serving and menu planning.

Policies and procedures are robust and help to protect staff's and children's health. Fresh water is put in the main activity room with individual cups so that children have access to drinking water throughout the sessions. There is also a clear sickness policy and medication is not administered unless a parent has given written consent and instructions. The first aid box is suitable and accessible and accidents are professionally treated by staff qualified in first aid and are clearly recorded. Particular health needs and any dietary requirements are obtained at enrolment and staff know these needs well. However, accessible records of these are not kept in the kitchen or in the activity room to serve as reminders. This adversely affects children's health if a new or visiting adult is unaware and gives a child a food to which they are allergic. This is unlikely to occur because menus are planned with health requirements in mind.

Children can rest in the activity area on soft chairs. Restful games, such as a small world dolls' house, computer games, construction, craft, reading or jigsaws are all used when children want to be quieter. All children show good levels of emotional well-being in the setting and are secure with staff, siblings and peers of varying ages, many of whom they know well. For example, staff and children aged from five to nine years play a game together using the play dough to model animals.

Children respond well to breaks for snacks and enjoy sitting at one table together with staff. They help to lay the table and to serve their meal and clear it afterwards, learning valuable social skills. They eat jacket potatoes, cheese and baked beans for tea on the day of inspection or have brown toast instead if they do not like this. Staff are encouraging children to eat five portions of fruit and vegetables daily and they have lively debates each week to choose the menu they would like for the following week. Children have a good understanding of healthy eating and, although some unhealthy treats, such as chip sandwiches, are allowed once a week, children choose pasta, pita, fruits and protein foods on other days. For example, children have recently devised their own menu card for a fruit salad which they have made and eaten.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very secure and safe environment with a lively out of school atmosphere. It is tidy, warm, clean and welcoming, with new carpets and comfy chairs to relax upon. There is sufficient room for displays of pictures, projects and paperwork, and good security to the rear entrance door. Younger children are always collected from their classrooms after school and escorted to the base room for the club. Staff are fully committed to ensuring that children move about the setting safely and with increasing responsibility for themselves. For example, they ask that children put chairs back under tables when they get up and that they walk around sensibly indoors. All children join in well with group activities, such as meals and outdoor play sessions, and the purposeful and sensitive staff ensure that children are listened to and never left alone to sit or wander aimlessly.

Children use a good range of new games and equipment and are knowledgeable about what is available, thanks to a very well set out base room, with accessible low cupboards with labelled clear plastic storage boxes, so that everything can be accessed and put back by the children. Role play, dolls, arts and crafts, construction, books and electronic resources are all good and efforts are made to provide the games and resources which children most enjoy. The systems for checking, cleaning, tidying and replacing toys work well and children undertake a wide variety of games and activities during their evening.

Children are kept safe because safety policies and procedures, such as fire safety, lost and uncollected children and site security, work well. The environment is familiar to children because it is their school building and the procedures for their safety link with those that the school promotes. Separate accident and incident sheets are used for each occurrence and are stored on children's individual files. Parents sign all of these. Electric appliances and installations, gas, fire extinguishers and fire alarms are all checked by the school. Fire drills are regularly conducted and procedures have been amended following evaluations of their efficiency. Drill records are kept with school ones, but instructions are displayed. Likewise, emergency details are available for staff and children, although these are not kept readily accessible to take out should an emergency evacuation of the building be required.

The rooms and outside areas are risk assessed on a six-monthly and daily basis as appropriate. A daily visual check is done on floors, windows, doors, cupboards, toilets, outside playground areas, the first aid box, medicine forms, fire procedure notices, smoke alarms, electrical equipment and heaters. The exit to the club is kept locked during opening hours and parents use a door bell to alert staff of their arrival. A password system is always used if a different adult comes to collect. However, there are some trailing wires and unguarded electrical sockets mounted on a centre pillar in the activity room. These pose a hazard to children, although the school has designated this location for the sockets. The caretaker is now arranging for these to be made safer for all users of the room.

Children are well protected from abuse because staff have a thorough understanding of their role in child protection and are able to put appropriate procedures into practice when necessary. Staff are aware of what to do in the event of an allegation being made against them and know

who to contact if they are concerned about a child. This is because they have direct support from the provider, receive training about child protection and follow a very detailed policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children quickly settle into their club room and are very happy because there is a friendly and caring atmosphere. Numbers are fairly small, so that staff and children know each other well and have forged close relationships. Every session has a simple timetable including chill-out time, outside play, activity time, free play and a small meal. Staff work together both with individual children and the whole group to plan activities.

Children are independent, interested, involved and enthusiastic. They can use their own initiative and are creative and imaginative because the base room is set out with different activities from which they can freely choose. For example, they play with the dolls and dolls' house, and snakes and ladders, or make pictures by weaving strips of coloured paper together. Some spend time playing with the animals, role playing, and this is extended into a competition to mould animals against the clock using the play dough. The other children then guess what the animals are and decide which ones are best. Low, open cupboards make it easy for children to find games, books, craft and construction materials that they want and there is ample floor and table-top space where they can undertake their chosen activity. Children of all ages thoroughly enjoy playground games, such as football, basketball and using stilts and skipping ropes.

Children have high levels of confidence and self-esteem because they are listened to and involved in all aspects of the club. Staff are interested in their day and how they are feeling about things and ask about these things as soon as children are collected or arrive. Older children have a good sense of ownership and control over their club because staff talk and listen to their ideas and opinions. As a result, they are enthusiastic about the club and enjoy their time there. Children respond and interact happily together because staff are warm, patient and enthusiastic role models, moving between and helping children to make the most of their play. They teach children to be understanding and caring of one another and tactfully diffuse tensions. They initiate conversations and show an interest in each child, creating opportunities for each one to take part. For example, staff come alongside children as they role play with the dolls and really join in with this to develop children's ideas. At mealtimes staff talk about all kinds of issues as well as news and ideas for the club.

Children acquire new skills and their enjoyment and achievements are good because they have time to spend on perfecting many of their interests. For example, children continue with their favourite electronic games after tea or choose to continue with their modelling, making Chinese symbols using the cutters, stencils and rolling pins. Others play board games together or play with the wooden ark and animals. Staff are consistently supportive and interested in their efforts and, as a result, children's creative, logical, small and large motor skills are developing very well.

Helping children make a positive contribution

The provision is good.

Children join in very well, take responsibility and play a productive part in the setting because staff are skilled at welcoming, enthusing and listening to children. They are ready for their arrival, greet them warmly and ask about their days. They talk to them about what they would like to do and willingly join in and play with them, so that they feel at home from the outset. Children have fun with their friends and staff, mixing particularly well at group times, such as meal and outdoor play time. Children's birthdays are also displayed and celebrated, which helps children to feel a good sense of belonging.

Children become aware of wider society and are helped to consider and value diversity because some of the games and craft activities have a multicultural emphasis. There are dolls, play figures, books, puzzles, projects and food tasting. Children's individual needs are also met well because staff ratios are high and numbers are relatively small at present. This means that children enjoy plenty of one to one time with staff playing role play, board games or creative pastimes. It also means that their own choices of games and snacks can more usually be accommodated so that children feel really special.

Children behave very well and understand responsible behaviour because staff are motivated, vigilant and interested in teaching children how to behave well and consider others. Children share, treat resources well, and speak nicely to everyone, following the displayed ground rules of the club which they have partly devised themselves. Staff also routinely speak positively and politely to children and always address them using their names. They also praise children enthusiastically when they adopt good manners or help others, for example, by coming over to play with the jungle animals when a child there asks if someone will play with her.

Children receive consistency of care in the setting because staff welcome parents and provide a flexible, friendly service. Staff are approachable and interested and make time to speak to parents, particularly at home time. Parents express high levels of satisfaction with the safety, physical exercise and enjoyment of their children and are pleased that there are male as well as female role models. Some also say that the breakfast club has enabled their child to happily begin the school day and separate comfortably from their parents. Parents may formalise their views, concerns or complaints and the Ofsted poster is displayed. A personal copy of the parent information pack and frequent newsletters ensure that parents receive necessary information about the club and any changes.

Organisation

The organisation is good.

Children are well protected and cared for by staff with suitable qualifications, experience, knowledge and understanding of child development. Recruitment and vetting procedures are working well because there are suitably vetted and qualified staff in post and all staff complete Criminal Records Bureau checks and other references. Staff development is always on the agenda so that staff meetings, appraisals and company training plans identify ongoing training which is relevant and pushes up staff expertise. Staff files kept on the premises include all required details, including contact details.

Staff improve their knowledge by attending training courses and workshops. Many staff have undertaken first aid, food hygiene, child protection, disability discrimination, 'Music to your ears', 'Maths in a box', risk assessments, and counselling skills training. Further training on child protection is due to take place shortly. Staff deployment in the setting contributes well to children's good health, safety, enjoyment and achievement, and ability to take an active part in the setting. Staff-to-child ratios are high and staff use their time productively, getting involved and demonstrating a clear sense of purpose. They rotate all daily tasks and duties between them for mutual responsibility and variety and ensure that they spend as much time as possible in direct contact with children; for example, they start early to set up activity areas before children arrive.

The setting aims to 'Provide top quality care with top quality staff in a warm and caring environment, with activities including arts, crafts, music appreciation, physical activities, themed activities to tie in with celebration of festivals from all other cultures and religions'. Its policies and procedures are working well in practice to support these aims and promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. For example, risk assessments, child details and consent forms provide sufficient information to enable very good care to be given and records of accidents, incidents and medication administration are available and properly kept. The daily attendance register is always accurate and up to date, reflecting who is in the building at any one time, should there be an emergency. All policies and procedures are in one document, are available for parents to view in addition to their own pack, and are regularly reviewed and amended, so that they continue to serve their purpose well. The provider takes care to elicit frequent verbal feedback from children and parents, but staff do not regularly utilise the 'Outcomes for children' format to evaluate the setting's strengths and weaknesses in the five areas.

Overall, the provision meets the needs of the range of the children for whom it provides.

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 complaint 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 electrical sockets do not pose a hazard to children
- ensure that any special dietary or medical requirements recorded are accessible to serve as reminders to all adults who may be involved in food preparation and/or children's care.

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