

Funtastic Club

Inspection report for early years provision

Unique Reference Number	EY342277
Inspection date	07 June 2007
Inspector	Lynne Kathleen Talbot
Setting Address	Wigmore Primary School, Twyford Drive, LUTON, LU2 9TB
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Registered person	Committee of funtastic club
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?

Funtastic Club operates from Wigmore primary school, Luton. They are situated in two rooms and have use of the main hall. The group has use of the outdoor play areas.

Funtastic Club was registered in January 2007. The registration is for 32 children from four years to under eight years of age at any one time; places are also offered to children over the registration age range. There are currently 61 children on roll in total. The setting supports children with learning difficulties and/or disabilities and who speak English as an additional language.

Sessions are offered each weekday during term time from 08:00 to 08:45 and from 15:25 to 18:00. There are six staff directly working with the children, including the manager, and two hold recognised Early Years qualifications. Three staff are working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a comfortable, clean environment where there are facilities to offer space for a range of activities and play opportunities. Children are developing a good understanding of the importance of personal hygiene, for example, washing their hands before tea and after outdoor activities. They are learning to prepare basic foods and understand the links between nutrition and health as they prepare their own tea with support from staff.

Children enjoy a balanced range of fresh foods for tea and help themselves to a broad range of salads and fruits each day, they wash their own plates and cups afterwards which helps them to form everyday habits and hygiene routines. Children remind each other to wash their hands before handling food demonstrating that they understand the relevance of personal hygiene.

Children enjoy a range of physical activities which contribute to their good health. For example, they eagerly make full use of the outdoor area and participate in football and playing with hoops. Children develop control of their bodies as they decide to play indoor games such as 'Twister'. They are able to negotiate turn-taking, instruct each other on the rules and purpose of the game, and enjoy showing each other their skill at balancing and twisting their bodies throughout the game.

Children's general health and safety is supported by relevant paperwork and records. There are clear, practical policies and procedures which underpin all areas. They have developed procedures for all practical issues such as the administration of medication, preparation of food, dealing with children who become ill, and making sure that staff always have current first aid qualifications. These well-executed measures ensure that children's health can be promoted at all times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children access a welcoming environment using equipment that meets safety standards. Resources are well-organised and easily accessible. All areas used by children are checked by staff before each session, enabling staff to identify any hazards and take immediate steps to remove or minimise these. Children move freely between indoor and outdoor areas, after asking permission from staff, and begin to gain independence. However, there are risks to children as this movement is not monitored closely to ensure that children reach their destination or have their return monitored. This places them at risk when moving around the premises and needs to be addressed.

Children have an understanding about taking responsibility for their actions and keeping themselves and others safe. They are given clear and consistent explanations by staff and understand the importance of issues such as not using equipment safely and not opening the exterior door to approaching adults but waiting for them to be invited to enter by the staff group. They take part in fire evacuation routines but these are insufficient in number or clear detail. They fail to show that measures are in place to protect children in the event of them being situated in areas other than the main playroom and to include all children on the register.

Children independently select toys and activities from a range of appropriate and inventive activities such as craft resources. They have ample supplies of various construction sets that

stimulate older children. They take part in clearing away spilt materials such as drinks and clearing away after crafts have been completed, demonstrating that they recognise both responsibility and safety issues.

Children are protected because staff understand child protection issues and the appropriate steps to follow. However, staff have not yet reviewed the information relating to the Local Safeguarding Children Board which has been received by the management and this means that children may fail to be effectively protected in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time at the setting. They are settled and confident in choosing activities throughout the sessions. They relate very well to each other and respond to the support and interaction from the staff. For example, they are planning to hold an assembly in the school, at the invitation of the head teacher, and are eagerly discussing which aspects of the club they enjoy and wish to tell other children about. Children show a developed sense of pride in their club and clearly enjoy their sessions. This is shown by the posters they have developed to display on all windows and doors of the club building inviting others to join them.

Children's independence is promoted as they freely make decisions about resources and activities, they make full suggestions for ideas for activities by making lists and completing questionnaires. One topic which has been extensive is 'British Birds'. Children have enjoyed making large displays on the subject and invited a representative from the Royal Society for the Protection of Birds into the setting to speak with them. This was a popular activity and led to much extended discussion.

Children enjoy stimulating activities that cover all areas of development, encouraging them to explore and learn about their environment. An example of this would be their activity to produce cards for each other and take part in labelling and posting items, through the postal service, so that they all received a letter. This activity developed children's understanding of everyday services and offered them a skill which they can use in later life. They are aided in their learning by the staff who encourage children's relationships between each other and help them to become self-confident. An example of this is shown as children share news about their home or activities outside the home, such as 'Beavers' or 'Cubs'. They show respect for each other as children share these events and explain their investiture into those groups with each other.

Children are able to relax and enjoy their time at the setting as there is a clear recognition that this is out of school hours care, with an emphasis on having fun. All children are offered appropriate challenge within the activities, and staff make good use of open questions to encourage them to think further. Children ask staff to join them at activities and demonstrate their confidence and enjoyment in both adults, and other children's company at sports and other activities. Children make choices and ask for items they require shown by the activity seen when a child was making a book for herself and decided on the colour and size for the pages inside, the cover and how it was to be fastened.

Helping children make a positive contribution

The provision is good.

All children are equally welcomed and play a full and active part in the setting because staff value and respect their individuality. They are invited to complete questionnaires regularly and

contribute to ideas for future planning sessions; this enables them to feel full ownership of the club. Children are offered a range of opportunities which promote their understanding of society and increase their awareness of other cultures and ways of life. These include activities related to cultural celebrations and involvement in the local and wider community. Children and families are invited to share their family celebrations with the group which helps each one to appreciate the events in each others lives.

Children are kind and considerate to each other and to staff. Their behaviour is good throughout the sessions. Children demonstrate social behaviour and freely use terms such as, 'excuse me', and 'would you mind if'. They are helped in this by staff who set consistent boundaries for the children and act as excellent role models, reinforcing positive behaviour. Children are respected as individuals and given privacy where needed, this was shown when an incident between children was dealt with away from the remainder of the group in the second playroom. This helps children to speak freely and maintains confidentiality. Children have worked out their own ground rules, writing these onto the white board and reminding each other frequently. For example, one child was heard to remind another, 'treat other people the way you would like to be treated'.

Children who have learning difficulties and/or disabilities are able to have their requirements clearly identified to ensure that children are fully included in the activities and routines. Children's development is supported because there is a commitment to involving parents fully in the setting. For example, parental questionnaires are issued regularly where they, and their children, may comment on any aspect of the group to assist continual development. This positive approach ensures that parental views are valued and standards are maintained.

Organisation

The organisation is good.

Children's welfare and safety are promoted through the setting's policies and procedures, and the staff's practical knowledge and daily implementation of these. There is a full induction procedure carried out by the manager and an ongoing development plan for all staff regarding training. This ensures that the group continues to develop and plan appropriately for this specific care provision and age group.

Children's overall welfare is promoted by the dedication that the staff have in their roles and responsibilities, they act as positive role models and are motivated to pursue continued good care. All sessions are well planned but flexible to children's requests, with a balanced range of opportunities offering both leisure and adult-initiated themed works. Staff pay attention to what children are doing and ensure that they are always given sufficient time and resources to complete their activities and tasks.

Overall the provision meets the needs of the range of 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 complaints 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:

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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 fire drills are carried out periodically; show that there are clearly defined procedures which include special measures to be taken where children are located outside of the playrooms or are moving location within the registered premises
- take steps to promote safety within the setting; this refers to monitoring children's movement around the areas being used
- improve staff knowledge to ensure that they are able to put procedures for child protection into practice; this refers to the Local Safeguarding Children Board procedures.

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