

The Care & Fun Club

Inspection report for early years provision

Unique Reference Number	EY356027
Inspection date	02 May 2008
Inspector	Jennie Lenton
Setting Address	William Amory Primary School, Stallington Road, Blythe Bridge, STOKE-ON-TRENT, ST11 9PN
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Registered person	The Care & Fun Club
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Fun and Care Club is situated within the William Amory Primary School in Blythe Bridge, Staffordshire. It has been registered since 2007 and is run by a voluntary committee. The setting provides before and after school care, a holiday club and a pre-school. The club has its own room and also has the use of the school's computer suite, hall and library. There is a secure outside play area.

The provision is registered to care for 24 children aged from three to under eight years old at any one time. There are currently 66 children on roll of whom 21 are funded for nursery education. The before and after school provision also caters for children up to age 13 years. The setting is open from Monday to Friday from 07:30 to 18:00 throughout the year. Seven members of staff work with the children. Of these, five have early years qualifications and one member of staff is working towards a recognised qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are effectively protected from cross-infection as the setting has robust policies and procedures in place. Sick children are excluded from the setting which prevents the spread of infection. Any child who becomes ill at the setting is able to rest quietly until they are collected. This helps to maintain the health of all. Children's health is further promoted as they follow sensible personal hygiene routines. Children know that they need to wash their hands properly after visiting the toilet and before eating. They understand that this is necessary to prevent them from 'getting poorly'. Consequently, they appreciate the need to wash their hands regularly and do so with little prompting.

Accident and medication records are well maintained. A number of staff members are qualified to administer first aid and fully understand the importance of accurately recording and sharing information with parents. As a result, children receive consistency of care. Consent for emergency medical advice or treatment to be sought is also gained at the start of a placement. This ensures that children can access prompt specialist care should this become necessary.

Children benefit from a healthy and nutritional diet. Those attending the breakfast club are provided with toast and a selection of cereals while the children attending after school are provided with a filling snack such as beans on toast or oatcakes with cheese. In the pre-school, children enjoy a morning snack of a fresh fruit. At lunchtime, there is a range of hot meals prepared by the school caterers. Parents can pre-select their child's meal or send in a packed lunch from home. Mealtimes are relaxed and an opportunity to socialise. This helps children develop a positive approach to healthy eating. There is constant access to fresh water and milk and sugar-free squash are also available at mealtimes. This ensures that children remain hydrated throughout the session as they meet their individual needs.

Children enjoy good opportunities for physical exercise. They regularly access the outside play area where they enjoy zooming around pretending to be favourite television characters. They ride up and down on scooters or play energetically with balls and hoops. Balancing and climbing on the outdoor equipment, children develop a range of physical skills while enjoying the fresh air. During bad weather staff make use of the school hall to engage children in active play indoors. A dance teacher also attends the pre-school on a regular basis, providing the children with the opportunity to move creatively to music. The variety of options ensures that all children participate in physical activity. This contributes to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment where risks to them are limited through good safety and security procedures. The exterior doors are all securely locked enabling staff to monitor access at all times. This protects children from inappropriate visitors and from leaving unsupervised. Risk assessments are completed regularly and daily checks are made. All areas are well maintained. A high level of supervision also further safeguards children. Staff work alongside them at all times. This lessens the likelihood of harm through accidental injury.

Children use a wide range of safe, good quality resources. They are able to independently choose activities as resources are stored in child-friendly boxes. As children play, staff set clear

boundaries for them. This ensures their safety as staff explain why rules are put in place. For example, children know that they must wear caps when they play in the sand to prevent sand getting into their eyes. They also understand that they may slip and fall if they play on the ramp outside. They remind each other and the staff of this because they recognise the importance of following rules. Consequently, children are beginning to take responsibility for keeping themselves safe.

Most policies and procedures are in place to promote the health and safety of children. There is a clear emergency evacuation procedure which is practised in line with the school's fire drill. This helps to provide a consistent message to children. An uncollected child and lost child policy is also available. These are clear and concise, ensuring that the welfare of the child remains paramount. There is no operational procedure for outings, however. The setting ensures that parental consents are collated when an outing is planned, but other details such as the use of vehicles and how to risk assess a destination are not covered by a formal policy. Potentially, this compromises children's safety.

The good knowledge of child protection procedures demonstrated by staff helps to ensure children are protected from harm and neglect. All staff understand the correct procedures to follow for recording concerns. They have a clear understanding of signs and symptoms that may alert to child abuse. Up to date details of the Local Safeguarding Children's Board have been obtained so that any concerns can be promptly dealt with.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and happy at the setting. They have warm relationships with each other and with the staff. Children are treated with respect and their contributions to the setting are valued. Their work is displayed around the room and they are encouraged to share their home life with the setting. For example, they talk about their experiences and activities during the weekend. There are plenty of opportunities for children to snuggle up with staff as they read stories or play alongside them. As a result, children are relaxed and comfortable. Older children attending after school are encouraged to express their preferences, selecting games independently, playing outside or relaxing indoors. As a result they enjoy attending after a day at school, stating that they 'have fun, being with friends'.

All children enjoy a good range of stimulating experiences that encourage their intellectual and creative development. Activities are set out for younger children to engage in. For instance, sand play, painting, small world play and a home corner are all available. Children move freely around the setting to access resources. They initiate their own play as well as participating in adult-led activities. For example, they enjoy dressing up as doctors and take it in turns to be patients. Other children act out cooking in the home area or play at being cowboys. Quieter activities such as reading, crafts and jigsaws are also enjoyed. Staff encourage all children to be actively engaged and language skills are effectively developed as staff talk to them about their activities. As a result children's social skills are good.

Children learn right from wrong as positive actions are rewarded. They are encouraged to behave well through the successful use of praise and encouragement. For instance, staff select a child each day to be a 'special helper' and children beam with pride as they take on this role. All children are clear about what behaviour is expected of them as they receive consistent messages from the staff. Staff reinforce all positive efforts by saying 'well done' or 'thank you' as children help and care for each other. Consequently, children have good levels of self-esteem.

Nursery Education.

The quality of teaching and learning is good. Staff demonstrate a robust understanding of the Foundation Stage. They have undertaken training and have a sound knowledge of how children progress through the stepping stones. They work well as a team devising and delivering planned activities across all areas of learning. In particular, communication, language and literacy and personal, social and emotional development is well promoted. Opportunities for basic calculating and problem solving skills to be fully developed are less extensive. As a consequence, staff do not fully engage children in these areas.

The system for assessment is successful and children make good progress. All staff make quality observations which are then recorded in the children's individual files. This ensures that they have a clear picture of children's individual levels of attainment. Activities are evaluated in terms of what individual children have learned. However, individual next steps are not routinely identified or included in future planning. This means that activities do not always take account of differing levels of ability. As a consequence, more able children in particular are not always fully extended.

Staff use effective methods to maintain children's interest, sitting with them and extending their play in most areas. They are skilled at including all children, engaging them in groups or on an individual basis. This ensures that more reserved children or those with additional needs are equally well supported. Positive relationships are built with the children as a result of staff's sensitivity to different learning styles. Children are also clear about what is expected of them as staff explain activities well. For example, when playing a new game, children are reminded that they need to wait their turn and sit quietly until their go.

Children's attitude to learning is good. They concentrate well as they complete number jigsaws and write their own names on their art work. Their self-help skills are developing rapidly as they independently go to wash their hands after messy activities and pour their own drinks at snack time. They have a developing awareness of their own needs and increasingly learn how to meet them. Children's language skills are advanced. They speak clearly and are confident singing along and recalling favourite songs like 'we're going on a bear hunt'. They interact well, taking turns in conversation as they enjoy using language creatively as they role play doctors. Children link sounds to letters and most know what letter their name begins with. They are developing skills in early handwriting as they trace letter shapes in shaving foam or in the air, and use pencils, paints and chalks to mark-make with increasing control. They are familiar with seeing their names and other words in print as the setting uses clear labelling in most areas. This helps children develop early reading skills.

Children understand and use numbers in everyday routines. Most count up to 10 confidently and many are able to count to 20. They confidently sequence numerals correctly as they complete number jigsaws. They use mathematical language such as 'big' and 'small' as they play with large measuring tapes. They practice some basic calculation as they play the 'Zoo game', collecting or putting back plastic animals as they follow simple instruction cards. Staff do not fully extend children's learning in this area, however. More able children are not encouraged to use their skills to consider how many more animals they will need or to compare their scores to other players. Opportunities to use mathematics to problem solve in other areas are also limited. As a result, their progress in this area is hindered.

Children have plentiful opportunities to investigate objects and find out about their surroundings. They enjoy using their senses as they play with sand and water. They explore

the natural world as they take part in themed work on the seasons and different festivals. They discover how things grow as they plant cress seeds and grow sunflowers. Staff also organise visits from people in the community so that children can learn about the wider community. For example, children enjoy a visit from a police officer. Children's knowledge and understanding of the world is, therefore, effectively extended. Fine manipulative skills are also well developed. Children use one handed tools competently and show increasing control as they design pictures and paint spots and swirls onto their ladybird pictures. Their creativity is valued as they are free to use their imagination. They enjoy some innovative activities such as using a salad spinner with paint to make unique patterns. As a result of this freedom, children confidently explore colours and textures. Children also express themselves freely as they dress up or dance imaginatively to music.

Helping children make a positive contribution

The provision is good.

All children are treated with equal concern as the setting works well with parents to ensure children's needs are met. Individual records are sufficiently detailed to maintain the welfare of all children. For example, detailing any allergies or special requirements. The resources at the setting also positively reflect individuality. Children are encouraged to talk about their own home life. This helps children feel accepted. There is also a fair range of resources which reflect different cultures, disabilities and ethnicities. The setting provides some good opportunities for children to develop their understanding of the wider world such as celebrating a range of Jewish and Christian festivals. Visitors from the local community are also welcomed. Children learn about different roles such as the work of a vet or lollipop lady. This encourages children to develop a positive attitude towards the wider community.

Children have good opportunities to develop their social skills as they are encouraged to play together harmoniously. They generally behave well and show respect to each other, saying sorry without prompting for causing accidental harm. Staff are skilled and successful in managing behaviour in a way that promotes children's self-esteem. As a result, children are respectful and show consideration for other's feelings. A short prayer is said before lunch. This encourages children to be thankful. Children's spiritual, moral, social and cultural development is fostered.

Children receive consistency of care as the setting has generally effective systems for communicating regularly with parents. Parents have the opportunity to communicate on a daily basis at arrival and collection times. This ensures that any changes or concerns relating to the children can be quickly responded to. A monthly newsletter is also provided. This actively encourages parents to be involved in their children's care. Children benefit from the strong partnership with parents as information is regularly shared to safeguard them from harm. Staff are approachable and supportive. Consequently, parents feel able to communicate any concerns or worries openly. This ensures that children's welfare is protected as any issues can be promptly and fully discussed. However, parents are not provided with details about the procedures which the setting adheres to. This means that they are not able to assess whether the standards of care that children receive are in accordance with the formal policies.

The setting actively welcomes children with learning difficulties and/or disabilities. Children with a range of additional needs are catered for as staff are committed to assisting them in making progress. Staff work with parents and outside agencies to ensure that all children are encouraged to reach their full potential. In particular, they work in partnership with the school's special educational needs co-ordinator to ensure a smooth transition from the pre-school into the school setting.

The partnership with parents and carers of children in receipt of funding for early education is good. Parents receive information on the educational programme provided and staff take time to explain the Foundation Stage to them as their children enter this phase. A topic sheet which include ideas to extend children's understanding at home is pinned to the notice board in the reception area. This is not available for parents to take home which prevents them from fully exploring the activities that are being covered. As a result, they are not effectively supported in extending their children's learning at home. Parents are otherwise involved in their child's learning. They are asked to contribute to staff's understanding of their child's abilities and are invited to come in and view their child's progress records.

Organisation

The organisation is good.

Through good planning and effective staff deployment children receive high levels of care from qualified individuals. Their play and learning is significantly enhanced as experienced, enthusiastic staff work alongside them throughout the day. There are robust recruitment and vetting procedures to employ appropriate staff. New staff receive a comprehensive induction which ensures that they are quickly familiar with the robust policies and procedures. This effectively promotes the welfare of children. All staff are actively encouraged to improve their knowledge and understanding. They are supported in accessing further training. Children benefit as new ideas and techniques are put into practice to enhance their experience.

The leadership and management of children in receipt of funding for early education is good. Children are progressing and achieving steadily because of the effective teaching methods. Staff are dedicated and keen. They are clear about their roles as they are led by a strong management team. They are aware of the achievement levels of the children in their key worker group as they are given time every week to track and monitor progress. This helps to ensure that any gaps in development are promptly addressed. The setting has strong links with the school and children are familiar with many of the school pupils and staff. This helps them make a smooth transition into the reception class when they are of school age. There is a clear commitment to continued improvement which is shared by all staff. Aims and objectives focus on the development and achievement of all children.

All required documentation is of a high standard and is available for inspection. It is stored appropriately with due regard for confidentiality. Staff ensure that key details are regularly checked and updated. For instance, asking parents if there have been any changes to contact numbers. This protects children. The good organisation of time and resources means that children are constantly engaged in activity. Overall, children's needs are met.

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.

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The quality and standards of the nursery education are good.

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):

- devise and implement operational procedures for outings
- provide parents with details about key policies and procedures.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the planning to identify individual children's next steps and show how different abilities are met through future activities
- provide more opportunities for children to develop basic problem solving and calculation skills
- improve the method of communicating with parents regarding activities to extend learning at home.

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