

The Fun Club

Inspection report for early years provision

Unique reference number

EY367243

Inspection date

04/11/2008

Inspector

Rachel Wyatt

Setting address

Inkberrow Village Hall, Sands Road, Inkberrow, WR7 4HJ

Telephone number

01386 793102

Email

littlebopeepnursery@yahoo.co.uk

Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Fun Club re-registered in 2008. It is one of two settings run by Little Bo Peep Ltd and is located in the village hall in Inkberrow, Worcestershire. A maximum of 40 children may attend the setting at any one time. There are currently seven children attending who are within the Early Years Foundation Stage (EYFS). The club is open from 15.00 until 18.00 every weekday during school term times, and from 08.30 until 17.30 during school holidays. The setting also offers care to older children aged up to 12 years at these sessions. There are currently 93 children on roll in the older age group. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers.

All children share access to a secure enclosed outdoor play area and use the adjacent playing fields. During holidays they have opportunities to attend Forest School and to go on various outings. During term time children are collected from three local primary schools. The club has procedures to support children with learning difficulties and/or disabilities and also has strategies to support children who speak English as an additional language. There is level access to the premises and toilet facilities for the disabled.

The provider and three members of staff work at the setting. Of these, three members of staff have Level 3 Playwork or early years qualifications, and the other member of staff is working towards a National Vocational Qualification Level 3 award. The club has the support of the local authority.

Overall effectiveness of the early years provision

Children thrive at the club. They are confident and purposeful, relishing the relaxed atmosphere created by the staff. Each child is fully included in the life of the club. Staff know children well and ensure everyone has the opportunity to take part in activities of their choice and to express themselves imaginatively and creatively. Increasingly effective systems are being implemented to ensure children of all abilities have appropriate levels of support to help them achieve at their pace. The setting demonstrates a commitment to improvement, consulting with children, parents and staff, and building links with other providers in order to ensure children within the Early Years Foundation Stage receive rewarding, good quality out of school provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve assessment and evaluation procedures to ensure these are an integral part of planning for the next steps in children's learning and development.

The leadership and management of the early years provision

Children appreciate the relaxed friendly atmosphere of the club. Staff successfully create an environment where children can freely choose what they want to do as well as take part in planned activities. Resources, toys and games stimulate children's interest, and during the holidays special events such as Wilderness Week, Forest School sessions and many worthwhile outings offer children different experiences and challenges.

Children are safeguarded. Effective recruitment, induction, vetting and ongoing staff development procedures ensure adults working with the children are suitable, confident and capable. They understand their roles and responsibilities and fully implement the setting's robust health, safety and safeguarding procedures. This includes ensuring all required information and agreements are obtained regarding children's care. Routines and sessions are unhurried and run smoothly. Adults understand their responsibilities to safeguard children's welfare, whilst enabling them to manage risks, become more independent and to behave responsibly. For example, staff contribute to and review the setting's comprehensive risk assessments and successfully manage the safe day to day running of the premises, outdoor activities and routines such as school collections. Children are confident, knowledgeable and skilful. For instance, they act sensibly and safely, managing risks, when walking to the club from school or when using different tools and equipment during adventurous outdoor activities.

A strong partnership with parents and with other providers ensures everyone works together to promote children's welfare and, increasingly, their learning and development. Parents understand how the setting is managed and organised as they receive good quality information such as a detailed prospectus, regular newsletters and have access to policies. Parents and carers are warmly welcomed at collection times, spending time talking to staff and seeing what children have been doing. There are good relationships with other settings attended by the children. For example, the provider meets with other early years staff responsible for children's early education.

Children's welfare, learning and development benefits from the setting's commitment to ensuring high quality provision. The provider, manager and staff meet regularly to evaluate aspects of the club so that, for example, clear actions for improvement have been highlighted and implemented following recent reviews of health, safety and children's enjoying and achieving.

The quality and standards of the early years provision

Children's learning and development are successfully promoted by the club. Children take part in worthwhile activities and are very much able to express their own ideas. On arrival at the club, children quickly settle to their chosen activities, confidently selecting resources and discussing with their friends what they are going to do.

Children benefit from the adults' calm involvement. They promote children's

conversations, understanding and interest, whilst also knowing when to step back to enable children to develop their own games and scenarios. As a result, children are confident and very purposeful. They are active learners, creative and think critically. They work independently and with each other. For example, children show their imagination and ability to work things out as they competently use tools, materials and resources when designing and making models, collages and colourful pictures.

Children are beginning to achieve as much as they can as staff know them well. From their interactions with children, informal observations and brief evaluations of focus activities, adults understand children's interests and characteristics. However, assessment of children's abilities in relation to the areas of learning is still in its infancy. The outcomes of staff's observations and evaluations are not yet fully utilised to help adults to identify and plan for the next steps in each child's learning.

Children develop the habits and behaviour appropriate to good learners. They join in, make friends and respond to the expectations of those who work with them. Children develop positive attitudes about people's diverse needs and backgrounds. They appreciate features of their local community. They particularly enjoy being outdoors and also take part in various shared activities with different community groups.

Children are kept safe because appropriate steps are taken to safeguard and promote their welfare. They behave in ways that are safe for themselves and others, showing a sound understanding of safety issues. Effective steps are taken to promote children's good health and well-being, including minimising the risks of cross infection and ensuring prompt appropriate treatment if they are unwell or have an accident. Priority is given to promoting children's independence in seeing to their personal care and hygiene. They take an active part in different aspects of food preparation, including cooking special meals for themselves during holiday play schemes.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.