

# The Fun Zone at Woodlesford Primary School

Inspection report for early years provision

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<b>Unique reference number</b>	EY302879
<b>Inspection date</b>	26/11/2008
<b>Inspector</b>	Marian Thomas
<b>Setting address</b>	Woodlesford Primary School, Church Street, Woodlesford, Leeds, West Yorkshire, LS26 8RD
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<b>Email</b>	
<b>Type of setting</b>	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 Zone provides out of school and holiday care. It is located in school premises in Woodlesford on the outskirts of Leeds. Indoors the facility has the use of one large playroom with kitchen and toilet facilities, as well as a large room in an adjacent building with a cloakroom and a quiet room with some information and communication technology equipment. The outdoor area is large and enclosed and is shared with the school.

The facility is open from 07.30 to 09.00 and from 15.00 to 18.00 each weekday during term time. During school holidays care is from 07.30 to 18.00. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

There are 60 children on roll, of whom 18 are under five years. The setting welcomes children with learning difficulties and/or disabilities and for whom English is an additional language. All four staff who work with the children are qualified; two hold a childcare qualification at level 3 and one is working towards this level.

## Overall effectiveness of the early years provision

The Fun Zone is a good provision which recognises the unique needs of each child who attends. Because of this, including every child is a priority to the management and staff of the setting and this is reflected in the way in which children's learning and development needs are met. Parents say that the setting is a very safe and happy place to which their children enjoy coming.

Improvements have been made since the last inspection; however, the toilet area remains uncomfortably cold. The setting works well on an informal basis with the school in whose building it resides and plans are in place to strengthen and improve communication further for the benefit of all children. Policies and procedures do not fully reflect the Early Years Foundation Stage (EYFS) requirements.

## What steps need to be taken to improve provision further?

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

- bring all policies and procedures fully in line with EYFS requirements
- ensure the toilets are maintained at an appropriate temperature.

## The leadership and management of the early years provision

The manager and owner is very aware of the strengths and areas for development of this setting and works hard to recruit and retain high quality staff. As a result,

children's learning, development and behaviour are good. The happy atmosphere promoted by staff is well recognised by parents, who feel their children enjoy coming to the provision and are well cared for.

Children move around the provision freely and make choices from the well organised activities, which are structured to meet their individual needs. An example of this can be seen in the painting activity, which one child described as, 'Really good because I can take a picture to show my teacher', helping to promote good links with school. Staff work hard to ensure children's social and emotional needs are developed and provide good opportunities by providing 'family-style mealtimes', where all staff join children at the meal table at tea time for a well-balanced, home-cooked meal. The planning for children's learning makes good links with the EYFS and evaluates how children respond to these activities, which then helps them to plan for the future. Currently, not all policies and procedures reflect the EYFS requirements. Managers and staff are beginning to self-evaluate their provision but recognise they need to continue this process.

Excellent safeguarding procedures are in place and meet current legislation to ensure all risks are identified and assessed, particularly when children go on trips. All staff are well qualified and well vetted and this enables the management to be sure that they are suitable to work with children.

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

The staff work very hard to ensure children really enjoy themselves when they come to the provision, and this is reflected in children's attitudes and comments. One child said, 'I really like it here because I meet all my friends and everyone gets along together and we have great fun'.

All staff have calm and friendly attitudes and often join children in their play. This ensures positive relationships with all children. The strength of these relationships was very evident when two young children showed reluctance at leaving their parents but were very quickly led by staff to different play activities and settled. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills. Children's imagination is well developed through the role-play activities on offer in the dressing-up corner. This is made even more fun by staff joining in and getting into character alongside children.

Children behave very well in the calm and friendly atmosphere in this setting. A positive behaviour policy is in place, which all children recognise and are part of through the well-displayed traffic light system. As a result, they are polite and take turns and are considerate towards each other; these high personal standards are reinforced by the manner in which adults respond to each other and to the children. They also learn to share resources with each other. For example, on the construction table two children working alongside each other decided to put their models together to make a bigger, better one.

Active learning is well promoted within the setting through the diverse range of

activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic well-being. The importance of healthy eating is well established and children are served with well-balanced, home-cooked food which they enjoy. They are aware of the importance of washing their hands before eating, to reduce the spread of infection. However, the toilet area is very cold. Children enthusiastically join in with active play outside and this helps to develop their physical fitness.

Parents feel very welcomed in the setting and feel that their views are valued. Children's welfare, learning and development underpin everything that staff do in this provision. This is reflected in the confident, happy attitudes to learning and behaviour that all children display.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
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](http://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 the last inspection.

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.