

Funrise

Inspection report for early years provision

Unique reference number	EY376282
Inspection date	14/11/2008
Inspector	Alison Grainger
Setting address	St. Francis C of E Primary School, Aiken Road, SWINDON, SN25 1UH
Telephone number	07976 643243
Email	
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

Funrise is an Early Years registered provider. The setting is included on both the compulsory and voluntary parts of the Childcare Register. Before and after school care is provided exclusively for children attending St Francis Church of England Primary School. The setting has close links with the school, including its Early Years Foundation Stage for children of nursery and reception age.

Sessions run from 7.30 until 9.00 before school and from 15.15 to 18.30 after school for five days each week. Day care is also provided from 8.00 until 18.00 during the school holidays. The number on roll is 67 of which 29 are part of the early years age group. Provision for 24 children aged from three to under eight, operates from a room within the school. In another room there is provision for 13 children aged from eight to 11. Children of all ages come together for some sessions. Activities are also provided in the school hall, on the playground and school field. All accommodation, both indoors and outside, is easily accessible to children and adults with physical disabilities.

There are six part-time staff members who work with the children. All have relevant early years and/or childcare qualifications.

Overall effectiveness of the early years provision

The Funrise provision is good. It meets children's learning and development needs well. Each child is valued as an individual and looked after exceptionally well. Staff, particularly the setting manager, work closely with parents and the school to meet children's welfare needs. The manager is continually evaluating the provision and improving it. As a result, the setting is well placed to become even more effective.

What steps need to be taken to improve provision further?

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

- build on the already good links with parents and teachers to identify precisely the next steps in each child's learning and development
- increase the focus on promoting learning in all interactions adults have with children

The leadership and management of the early years provision

Well established and extremely thorough systems are in place to ensure that children's welfare needs are met. Arrangements for safeguarding children are robust and all adults working in the setting have been properly vetted. A very high level of attention is paid to children's health and safety. Careful risk assessments are carried out prior to the start of each session. Equally thorough risk assessments are undertaken for visits children are taken on during school holidays.

Toys are of good quality and maintained in a very clean condition. Staff are scrupulous in implementing procedures for the administration of medicines and are very aware of children's special dietary needs and allergies. Children are well supervised at all times, both indoors and outside.

Partnerships with parents and the school are good. These work particularly well in ensuring children's welfare. Staff from the school make the manager aware of any concerns they have, for example, if a child has felt unwell during the day or has had a bump to the head. This means that the staff of Funrise can make sure that, when necessary, they keep an even more careful watching eye on a child. This arrangement also supports the school's as well as the setting's communication with children's parents. Staff take time to talk with parents as, for example, they collect their children at the end of the day.

The last inspection found two areas for improvement and these have both been dealt with well. Funrise now ensures that a thorough record is kept not only of the sessions attended by children but also of the precise times at which they arrive and leave. This means that there is now accurate recording of children present within the provision at all times of its operation. Now, parents are made aware of child protection policies and procedures prior to their children commencing attendance in the setting as they should be.

The manager already has a good understanding of the requirements of the Early Years Foundation Stage (EYFS). Evaluation of the effectiveness of the setting in meeting these requirements is carried out thoroughly. This has led to the manager taking action to increase communication with the staff of the school and with parents about how well children are learning and developing, as well as about welfare matters. The setting manager recognises that while practice in meeting children's learning development needs is already strong, it can be improved further if the setting is better informed of the precise next steps required in each child's learning.

The quality and standards of the early years provision

An interesting and stimulating range of activities indoors and outside helps children to enjoy their time in the setting and to achieve well. They are being helped to make good progress towards the standards expected by the end of the EYFS in all areas of learning. They enjoy many activities that are fun, such as face and hand painting. Children concentrate well as, for example, they participate in role-play with older children, use a computer game, or learn to form letters and to spell simple words. There is a good balance of activities that adults lead and those that children select for themselves. All activities are evaluated and adult interactions with children are supportive. However, interactions are not always well enough focused on how each child's learning can be advanced, such as through the questions adults can ask to develop children's thinking.

Children's personal and social skills are developed very well through opportunities to mix with older children. Relationships are very good among children of all ages and between children and the adults in the setting. As a result, children are

confident and happy in the welcoming setting environment. Children respond well to the high expectations of their attitudes, behaviour and manners. They benefit from the very good role models provided by the older children.

The attention given to helping children to stay safe and healthy is excellent. Children are involved in risk assessments for activities on site and when they go out on visits. This involvement helps them to understand for themselves how to stay safe. Because of the emphasis given to hygiene, children are well aware of the importance of washing their hands after using the toilet and before eating. They know the value of a healthy diet and of drinking water regularly. Children benefit from healthy and nutritious snacks and have easy access to drinks and fresh fruit throughout sessions.

Children make a positive contribution through being involved in the planning and evaluation of activities. They also help to select the toys that will be available in sessions and contribute suggestions for new toys. The good attention given to children's all round development, such as through the promotion of initiative as well as the provision of sensitive support, ensures that children develop important skills for the future.

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?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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.