

# Funzone Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	127800
<b>Inspection date</b>	19/01/2009
<b>Inspector</b>	Ann Marie Cozzi
<b>Setting address</b>	Thorley Christian Centre, Viceron Place, Bishops Stortford, Herts, CM23 4EL
<b>Telephone number</b>	01279 503895
<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**

Funzone Out of School Club opened in 1998. It operates from the Thorley Christian Centre in Bishops Stortford. A maximum of 32 children may attend the setting at any one time. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is open five days a week from 15.30 to 18.15 term time and from 08.15 to 18.00 during school holidays. All children have access to an enclosed outdoor play area.

There are currently 32 children on roll in the out of school club. Children come from both the local and wider catchment area. The provision has strategies in place to support children for whom English is an additional language and children with learning difficulties and/or disabilities.

The group employs five permanent staff. Two of the staff, including the manager have appropriate early years qualifications and one has a Higher National Diploma. One member of staff is working towards a National Vocational Qualification Level 3 in play work .

## **Overall effectiveness of the early years provision**

Children are provided with good care and make positive progress in their learning in a warm safe and comfortable environment. The risk assessments generally cover the areas which a child may access. The manager constantly seeks to improve the provision for children by regularly evaluating and monitoring practice. As a result, she has made sure the environment reflects the individual needs of the children and considers both girls and boys attending. Children's progress is developing well as good use is made of the information gathered upon entry and the formal and informal observations made thereafter. Partnerships with parents and others are mostly well established.

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

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

- ensure that where children receive education and care in more than one setting, that continuity and coherence is developed by sharing relevant information with each other.

To fully meet the specific requirements of the EYFS, the registered person must:

- conduct a risk assessment which identifies aspects of the environment that need to be checked on a regular basis: maintain a record of these particular aspects and when and by whom they have been checked (Suitable premises, environment and equipment, also

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applies to the voluntary and compulsory parts of the Childcare Register).

## **The leadership and management of the early years provision**

The manager and staff have all undertaken Early Years Foundation Stage training and are well organised to meet the individual needs of the children in their care. There is a portfolio of information which is shared with parents and carers to help them understand the settings ethos. In addition a good range of information is provided via display boards. Regular parent, carer and children's surveys and daily verbal communication are used particularly well to promote a two-way sharing of information. This supports good continuity and shared aims to meet each child's individual needs. However, two-way sharing of information with other settings is not yet fully effective. All required records are in place, regularly reviewed, and stored confidentially. However, although safety is given high priority, written risk assessments do not yet identify all areas with which a child may come in to contact or when and by whom they have been checked.

Children benefit greatly from the providers commitment to provide good quality care and education. Practice is reviewed regularly, and good use is made of informal self assessment to identify areas of strength and those which require further development. This demonstrates a clear focus for improvement. The manager and staff team have a firm understanding of challenging stereotypes which is reflected in practice and ensures children experience a balanced view of the wider world, and remain protected from harm at all times.

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

Children form secure relationships with staff as they enthusiastically enjoy the wealth of stimulating play on offer. The well planned environment enables children to make choices about their play. As a result, they move freely and safely around the setting accessing toys and resources independently. Children develop a strong sense of belonging within the group this is because their individual needs are given high consideration within the flexible routine. There are systems in place in relation to caring for children with learning difficulties and/or disabilities. There are also strategies in place to enable staff to support children who speak English as an additional language. Staff use information gathered from parents and carers to promote children's progress and development in all areas of their learning.

Children are encouraged to learn about and understand the benefits of physical activity, adopting healthy habits, such as good hygiene practices. This is supported through projects and regular informal discussion. Each day children are encouraged to independently choose the food they want to eat. Regular surveys encourage children to contribute their ideas for other food items to be included on the menu, for example, the setting have responded to the children's request for jacket potatoes to be added. Children enjoy a good range of stimulating activities which encourages their creative and critical thinking, for example, taking and

looking at their own and adult's finger prints. They enjoy working independently and with each other in small groups demonstrating their abilities as active learners. Through activities and daily routines staff help children to make good progress across the areas of learning, for example, there are opportunities for children to learn and develop skills linked to information and communication technology. Children enjoy taking part in activities making independent choices and decisions. They make friends and demonstrate their respect for each other, for example, saying "excuse me" and working in co-operation with each other as they undertake their responsibilities as 'helpers' at snack time.

Children are beginning to learn to value diversity and differences. Staff offer lots of choices and children learn that there are many different cultures through the celebration of a variety of festivals and the provision of story books about other cultures. Children learn practical skills in a healthy, safe environment. They learn about swift evacuation and how to stay safe, because the staff reinforce their knowledge and understanding by undertaking regular practise evacuations. Children learn that it is unsafe to run indoors, but that it is appropriate to be active outside to remain healthy. They gain a sense of health and bodily awareness as they access a drink when they become thirsty and relish a balanced range of snacks when they are hungry. They enjoy vigorous play and exercise when outside in the fresh air which supports their growth and development.

## 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?	2

### 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?	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](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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment)

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To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment)

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## **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.