

Funtimes

Inspection report for early years provision

Unique reference number

EY366636

Inspection date

12/01/2009

Inspector

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Setting address

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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

Funtimes out of school club registered in January 2008 and was previously operational under changed management structure. It operates from Stukeley Meadows Primary School in Huntingdon. The provision have a fully enclosed outdoor facilities for play. The provision is open each weekday from 07:45 to 09:00 and 15:15 to 18:00 during term-time, and from 07:45 to 18:00 during school holidays.

The provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The provision is registered to provide 42 places for children. There are currently 120 children attending varying days or hours, ten of whom are within the Early Years Foundation Stage (EYFS).

The children live locally or travel from the surrounding area. Ten children attend other settings such as the early years unit of the local primary school or childminders. The provision is able to support children with learning difficulties and/or disabilities and those for whom English is an additional language. There are seven permanent members of staff, six of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Funtimes provide very effectively and demonstrate good knowledge of each child's individual need. Planning for activities is appropriate and promotes children's welfare, learning and development in line with the principles, practice and requirements of the EYFS. Staff create a very welcoming environment making sure that children are safe and developing and maintaining robust safeguarding procedures. They build secure relationships with children and develop strong partnerships with parents, carers, professionals and other settings. Procedures for self-evaluation are basic but general procedures result in a service that is responsive to the needs of its users.

What steps need to be taken to improve provision further?

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

- develop the communication, literacy and language opportunities, with particular reference to the range of books and reading materials
- continue to develop the procedures for evaluating daily practice.

The leadership and management of the early years provision

Comprehensive policies and procedures ensure that all children's needs are met. Staff use daily procedures to checks that hazards are minimised and that children may be independent. For example, the two rooms are divided for younger and

older children, with resources that seem to be appropriate and in good supply for all ages meaning that there is no negative impact on the provision for the children in the early years age group. Staff continuously review and update training such as safeguarding, fire awareness and diabetes support. There is an EYFS liaison staff member who works to ensure that the provision continues to develop. A thorough recruitment and appraisal system ensures that staff development and training needs are addressed.

The provision carry out risk assessments within the premises and for each outing undertaken. Security is monitored with no person able to enter without being admitted by staff and signing-in and out procedures are very thorough. Robust safeguarding procedures ensure that children are safeguarded at all times. Self-evaluation procedures are in the early stages and are therefore basic. Ongoing training, staff planning meetings and systems to gather feedback are used, but the setting does not evaluate the extent of the provision they offer on the general development of children.

The provision work very well with parents and carers to ensure that there is an excellent exchange of information to promote children's welfare. Questionnaires and newsletters are used to maintain that positive relationship. Systems to support children's attendance at activity groups within the school are highly developed and a link book is used, supporting daily verbal exchange, with other settings that children in EYFS attend. The provision is proactive in supporting every child and work extremely closely with other professionals seeking training, advice and making physical adjustments to the fabric of the building wherever needed. Signing and elements of other languages are introduced to all children.

The quality and standards of the early years provision

Children are consistently offered a stimulating and interesting range of activities and resources which enable them to continue making progress. Resources are plentiful, in most aspects, and support children's choice engaging them in new opportunities. For example, they explore Fimo modelling clay making detailed models that are later baked to become solid. Children confidently use a large range of IT equipment in both areas, having duplicate and appropriate-aged electronic games available, and are extremely competent at sharing, organising turns and arranging tournaments. However, the range and quality of books available for children is uninviting with many torn or at the bottom of a deep storage unit. This means that children have little incentive to enjoy reading when seeking a quieter activity.

Many activities are designed around themes that include 'carnival', 'science' and 'adventure in the woods' weeks. Children explore local venues such as Hinchbrook Park where they identify birds and butterflies and later make nature displays and clay birds. They make candles, egg parachutes, kaleidoscopes, and explore the effect of mixing materials to make sugar and salt crystals. These activities engage their interest and help them to develop a deeper interest in science and the natural world. Staff support the children very well and encourage them to play imaginatively. For instance, children make 'dens' where they utilise

blankets and sheets with pegs to create their own space. This supports their interaction and cooperative skills. Children make group models from recycled materials, such as a spaceship, using a large box and other materials to create the external and internal workings. They use their negotiation skills with leadership changing from one child to another and building their self-esteem. Children explore fine motor skills with detailed activities such as 'Hama' beads where they pay close attention and concentrate for lengthy periods.

Children gain an appreciation of personal safety as they practise monthly fire evacuation routines. They explore the local community with regular outings and learn to move safely using road safety routines. Children gain an excellent sense of personal physical health through inventive and broad physical activities and related activities. They use the school hall and exterior grounds for physical play each day with some also attending clubs such as football where they leave and return to the group mid-session. Children eagerly take part in helping to set the tables for tea where they help themselves to drinks, fruit and yoghurt after their main tea. There is a menu for hot snacks and cold items, such as wraps and vegetable dips, these are designed together with the children helping them to learn about healthy choices. Children grow vegetables including marrows, sweetcorn and pumpkins learning about fresh vegetables. They recycle materials and develop an appreciation for the world around them. Children take a full role within the provision. They have a children's council and use a suggestion board to express their views. They are developing a very keen sense of social behaviours and learning to interact with their immediate and wider peer groups.

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.	3

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?	3
How well does the setting work in partnership with parents and others?	1
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?	1
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.