

A1 Fun Club Ltd

Inspection report for early years provision

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Inspector

Carol Brown

Setting address

Ormiston Children & Families Trust, Ormiston Centre, 68
Mill Hill, NEWMARKET, Suffolk, CB8 0JB

Telephone number

01638 609001

Email

info@a1funclub.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).

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

A1 Fun Club Ltd Nursery and Out of School Club originally registered in 2004. It operates from various rooms in a house in the town of Newmarket, Suffolk. A maximum of 36 children under eight years may attend the setting at any one time. The group is open each weekday from 06.30 until 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Access to the ground floor of the building is via ramp.

The provision is registered with Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 69 children aged under eight years on roll, of these 40 are in the early years age range and of these 17 receive funding for nursery education. Children come from the local community. The nursery currently supports children who speak English as an additional language and children with learning difficulties and or disabilities. Children who attend local schools are transported to and from the setting by a local minicab company, this is done with the written consent of parents.

The setting employs seven members of staff. There are six members of staff, including the manager, who hold an appropriate early years qualification. There is one member of staff working towards an Open University foundation degree qualification and another who is studying for an NVQ Level 2 qualification. The nursery is supported by the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are making good progress in their learning, this is supported by the staff's inclusive approach, for example, ensuring that all children can easily access resources. Open partnerships with parents and others, in the wider context, support children's continuity of care well. The manager and staff team use a wide range of sources including observations of children and information from parents, to evaluate activities and the provision of appropriate resources to support children's welfare, learning and development. The setting evaluates its practice well, this clearly demonstrates the capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that medication records maintain privacy and confidentiality
- review snack bar routine to reduce waiting times for children
- review cleanliness and general maintenance of resources, equipment and areas of the setting
- ensure that registers consistently reflect children's arrival and departure times.

The leadership and management of the early years provision

The setting provides a warm and welcoming environment for all children; however, some equipment and areas within the setting are shabby and worn. Children's learning and development is well supported as the staff are knowledgeable about the interests of individual children. Effective planning is achieved through good quality observations and assessments, therefore children's developmental progress is promoted and the next steps in the learning are provided. The staff attend relevant training, which benefits their care practices. The setting has developed a range of policies, procedures and records, which are shared with parents thus supporting good childcare practice. Children are safeguarded as the staff have a clear understanding of the possible indicators of abuse and the appropriate action to take to record and report any concerns regarding children's welfare. This is further supported as the setting has a safeguarding policy and the relevant contact numbers on file. There are four members of staff that hold current first aid certificates, therefore children receive appropriate care and attention in the event of an accident. Procedures to record accidents do not respect confidentiality as they are recorded on one sheet. Children are supervised at all times and there are effective procedures in place to ensure that adults who have not been subject to the necessary checks do not have unsupervised access to the children. The environment in which children are cared for is safe and secure as regular risk assessments of all areas accessed by the children are undertaken and reviewed.

Children enjoy continuity of care as the staff liaise with other providers delivering the Early Years Foundation Stage (EYFS) to ensure the progression and continuity of children's learning and care. The staff work in close partnership with parents and elicit as much information as they can about all of the children to enable them to plan effectively for their individual needs. The staff communicate well with parents or carers at the beginning and end of each day to ensure that they are provided with information about their child's day. Each child has a learning and development portfolio, which are shared with parents and carers. Parents have been fully encouraged to formally contribute to their children's development records, this promotes a well-rounded learning experience.

Through effective self-evaluation the setting prioritises future plans and carefully chooses activities, which have the most impact on the children's welfare, learning and development. The organisation of the required documentation generally ensures the smooth day-to-day management of the setting and promotes positive outcomes for children. Daily registers do not consistently record children's departure times and therefore their safety may be compromised.

The quality and standards of the early years provision

Children have fun as they enjoy an interesting variety of play experiences and activities, both indoors and outdoors. The staff are knowledgeable about children's learning styles and what particularly interests them, for example, providing Spider Man outfits that the children enjoy wearing. Activity planning and children's developmental records are securely linked to each area of learning within the

EYFS. The staff regularly make written observations of the children. These are used effectively to identify individual developmental needs, which are incorporated into the daily activities. However, on occasions, lack of attention by the staff does not always recognise when children are experiencing difficulties, this was particularly evident during a computer based activity, where the two children did not understand the rules of the game and how to access it confidently. Children with learning difficulties and or disabilities are supported within the setting and their learning and welfare needs are met as the setting works closely with parents and other relevant professionals. Children with English as an additional language are supported within the setting as the staff learn key words in the child's home language and use gesture and pictorial symbols to aid communication. This clearly demonstrates a positive attitude to ensure that all children and families feel included, safe and secure.

Children are making good progress towards the early learning goals, they are happy, secure and confident to try out new things. The staff know each child well and are able to support and extend their learning, for example, developing their creativity by providing paper and crayons to allow children to draw the spiders they were looking at. Children's well-being is supported as they are encouraged to develop self-help and independence skills when pouring their own drinks at snack time. However, the rolling snack bar limits the number of children that can access a snack at any one time, this means that some children have to wait for up to ten minutes for their snack.

Children are interested, excited and motivated about their learning, such as looking at books and predicting the sequence of events in familiar stories. Children eagerly talk about the story of Snow White and comment 'Snow White has to wait for the prince to kiss her before she can wake up and live in his castle'. Children's love of books is developed as the staff spend time reading to the children. The staff ensure that there is a balance of adult-led and freely-chosen or child-initiated activities. Children are well supported in developing their knowledge, skills and understanding of the world around them. They become very aware and interested in the natural world and find out about their local area. They begin to know about their own and other people's cultures in order to understand the similarities and differences as resources present positive images of society. Children's understanding is further supported as words are used as labels in a variety of languages and pictorial symbols of sign language is displayed throughout the setting.

Children are beginning to understand simple mathematical concepts such as size, shape and number. Older children are able to recognise numerals and confidently count groups of objects. Children are beginning to use appropriate language in their play, for example, a child playing with the cars and car wash stated 'this car's too big to fit in here, I need a smaller one'. Children are provided with a range of activities and resources to develop their creative skills including painting, sticking and making play dough.

The well-organised setting enables children to independently select from a varied range of toys and resources. Children are encouraged to be active, inquisitive and independent learners and to develop their skills that will contribute to their future

economic well-being. Children are confident and behave well, receiving plenty of praise and encouragement to raise their confidence and self-esteem. The staff have devised simple rules to enable children to understand right from wrong and the need to behave responsibly and safely. Children are beginning to learn about healthy routines and know why they have to wash their hands before they have their snack. The setting provides a varied range of healthy snacks to meet individual children's needs. Lunchtime is a positive social experience as the staff and children sit and eat together, this provides opportunities for lots of discussion and conversation. Children have packed lunches, which are provided by their parents. Children have regular opportunities for exercise and fresh air to promote their well-being when playing in the outdoor play area or engaging in music and movement sessions.

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

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.