

Funtasia Club

Inspection report for early years provision

Unique reference number EY374097
Inspection date 27/01/2009
Inspector Raminder Arora

Setting address Manby Lodge Infant School, Princes Road, WEYBRIDGE,
Surrey, KT13 9DA

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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

Funtasia Club is a privately owned setting. It was registered in 2008, and was previously known as Manby Lodge After School Club. It operates from Manby Lodge Infant School and provides care for children attending this school and St. Charles Catholic School. Currently only one child from St Charles attends the club. The setting is situated in Weybridge, a residential area in the London Borough of Surrey. Children have access to the main school hall, library, art room and toilets. Sometimes they have alternative accommodation in other areas of the school. The children use a secure trim trail and sometimes the surrounding playgrounds. The setting is registered to provide places for 24 children. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The number of children on roll varies each day. The setting receives support from the early years department in the local authority. Currently, there are 72 children from four to eight years on the register. There are six children attending who are within the Early Years Foundation Stage (EYFS). The club is open from 07.50 to 8.50 and 15.00 to 17.45 Monday to Friday during term time only. There are three members of staff. The manager has relevant qualifications in early years and a high level of child care experience. One other member is studying for a level 3 qualification. The third member, a teaching assistant from the host school is called upon as needed. The setting occasionally provides care during school inset days, when older siblings may attend.

Overall effectiveness of the early years provision

The overall effectiveness of Funtasia Club is satisfactory. Children arrive happily to focus on suitable out of school activities in a relaxed atmosphere. The staff know them individually and sometimes play alongside them so that their learning and developmental needs are satisfactorily supported. The staff create a safe and welcoming environment. They are committed to providing a fully inclusive service for all children, ensuring all children benefit from activities and play resources. Capacity to improve is satisfactory because of the systems employed for the smooth running of the club and the commitment of the play leader and staff.

What steps need to be taken to improve provision further?

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

- ensure policies which are required for the efficient management of the setting are reviewed and reflect current practice
- establish systems for self-evaluation to ensure that the strengths and areas for development are clearly identified.

The leadership and management of the early years provision

On her appointment, the play leader assessed and acted upon the immediate needs of the club regarding children's environment and activities. As a result, children feel at home in the welcoming atmosphere. The club's basic resources are at hand so children access these safely. Children have good opportunities to talk to the adults who work together as a team. Whilst some improvements are being carried out, for example, making the library corner more comfortable, the setting has not continued to use self-evaluation effectively to identify key areas for concern and development. Policies have been adopted, but not adequately adapted or reviewed to support the children's learning and welfare. The parents' notice board is not well maintained as an important means of communication. Safeguarding procedures are robust. The club holds clear records of children's emergency contact numbers and authorised collectors; as well as children's details of any dietary needs or required medication. Written consent is obtained and permission for seeking emergency medical advice or treatment is sought from all parents. The staff are well trained in child protection procedures and quickly respond to any concern about a child. Children are satisfactorily supervised indoors and outdoors, and risk assessments for the premises and equipment are recorded and reviewed regularly. The register is completed to show every child present. Children are collected from the classrooms after school. Staff work closely with parents who are satisfactorily informed about children's activities and achievements as they see play in progress, children take items home and staff are available to talk about their development. There are strong partnership links with the school that children attend. Staff liaise with teachers, for example, to suitably foster continuity of children's learning and development. The setting has the required records, documentation and procedures in place to ensure that children's welfare needs are met. However, these have not been updated or personalised since the change of hands.

The quality and standards of the early years provision

The setting sufficiently promotes the welfare of all children. Adults' knowledge of the welfare requirements and guidance is adequate. All required records and policies and procedures are in place and followed, but not yet personalised or adapted to the needs of the setting. Staff are appropriately trained to promote all required aspects of health and safety. Children are suitably supported to behave in ways that are safe for themselves and others, for example, as they learn to respect the club's rules and its equipment. They begin to develop a good understanding of dangers and how to stay safe. For example, they practise leaving the building in an orderly manner. Children are reminded to adopt some healthy routines, including washing hands. They have an opportunity to go outside each session. In winter, they learn to dress appropriately before using the school's 'trim trail' or using the bricks and other equipment lent by the school. Adults join in and support children's games outside. Children may ask for drinking water when thirsty and are provided with drinks at snack times. They benefit from a choice of attractive and healthy foods, such as fruit and milk. A key person system is suitably established and the play leader also takes responsibility for the EYFS pupils. Children learn to

cooperate with each other, for example, when older ones welcome younger children and make sure they have the necessary support to join in their games. They are involved in some decision making, including what to play with and whether to work independently. Children's behaviour is consistently managed by calm adults who are appropriate role models. As a result, children show consideration for one another. Children are happy to come to the club with its relaxed atmosphere and make suitable progress in their development and learning. They eagerly play with a range of quality resources that are provided in the clean, cared for environment. Children's all-round development is satisfactorily fostered as activities touch upon each area of learning and children contribute to the club's weekly planning based on a theme. Staff have effective relationships with the children; they interact supportively and are clear in their expectations. Children develop a sound range of skills that contribute to their future economic well-being as they make satisfactory progress in communication, literacy, numeracy and technology. They have free access to books, and become involved in self-chosen tasks. Children also work together developing collaborative skills and solving basic problems, for example, as they play complex board games.

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?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3

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.