

# Funbusters @ Everlands

Inspection report for early years provision

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**Unique reference number**

EY272493

**Inspection date**

11/02/2009

**Inspector**

Jenny Batelen

**Setting address**

Cam Everlands School, Birch Road, Norman Hill, Dursley,  
Gloucestershire, GL11 5SF

**Telephone number**

01453 548781

**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).

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**

Funbusters@Everlands operates from a terrapin in the grounds of Everlands School in Dursley, Gloucestershire. It serves the local community and is registered on the Early Years, compulsory and voluntary Childcare Registers. There are currently 38 children on roll, all of which are of early years age. The group is open four days a week from 09.15 to 14.30 and provides three sessions within those times. Children attend for a variety of sessions. The group supports children who have special needs and those who speak English as an additional language. There is disabled access.

There are currently four full-time staff and four part-time staff, including an administrator. All staff, working with the children hold appropriate qualifications to level 3. The group is run by a parent-based committee. The group receives support from the mentor teacher at the Early Years Development and Childcare Partnership and has strong links with the school.

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

The overall effectiveness of this setting is outstanding. The leadership and management are committed to ensuring that all children enjoy their activities in a safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. The needs of Early Years Foundation Stage (EYFS) children are clearly understood and all children make very good progress in their learning and development. This is well supported by the exemplary partnerships with many professionals, including the school. Self evaluation is in place and there is very good capacity to improve.

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

To further improve the high quality early years provision the registered person should consider:

- strengthening formal self-evaluation in order to more clearly identify strengths and areas for development and so further raise standards within the provision

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

The leadership and management of this setting are outstanding. The experienced manager and staff have a clear vision for providing the best of care for all children. Policies and procedures are rigorous and in the process of being updated to be in line with the Early Years Foundation Stage. Rigorous risk assessments are in place, including a daily check and regular fire drills. Recommendations from the last inspection have been fully complied with and developed further. All adults have

appropriate qualifications and undergo ongoing training. The welfare and safety of the children is of utmost importance and safeguarding procedures comply with legislation. The setting promotes happy, confident children who relate well to each other and to adults.

There are reflective systems of self-evaluation, which lead to ongoing improvements, but they are not sufficiently formalised to regularly involve all staff and systematically identify strengths and areas for development.

The links with parents are very strong and parents and grandparents are encouraged to be involved in the child's learning and development through the sharing of themes, using their suggestions for activities and coming in to help in a session. There is good information for parents in the waiting area, including information regarding the Early Years Foundation Stage and photographs to support the different areas of development. Parents speak highly of the provision and of how all children, including those with learning difficulties and/or disabilities are well-supported and make good progress.

The setting has very close links with the school, which supports the planning and provision for the early years children. There are very strong links with the early years advisor, Sure Start, health visitor, special educational needs advisor and other professionals.

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

Children make very good progress towards the early learning goals and enjoy their time in the setting. Staff have a good understanding of the Early Years Foundation Stage and provide many activities to ensure a balance of learning across all areas of the early years curriculum. Excellent resources, including a computer are freely accessible and children make independent choices. The secure and safe outside area is easily accessible, with a wide variety of equipment and used in all weathers. Children's safety and well-being is important and ensure the promotion of each child's welfare. Key workers are allocated to all children, and parents value the thorough knowledge of their child that this system encourages.

High-quality planning is based on a weekly theme, and linked to the areas of development. Children contribute their own ideas. Activities, both adult-led and independent, support children's good language development as skilled questioning helps them show their knowledge and develop their thinking. Children getting ready for their snack are challenged to describe which window to look through to see if it is snack time and to name the shape of the window.

Assessments are made using observation and commentary with photographs, work samples and assessments based on the six areas of development. These are stored in the children's 'Learning Journeys' which are available each day for children and parents to look through and talk about. The observations enable staff to identify the next steps in learning for each child and are shared with the school to help a smooth transition into the Reception class.

Children are encouraged to develop a healthy lifestyle through the provision of a healthy snack bar and drinks, and the promotion of healthy lunch boxes through the 'Welcome Pack'. Children's independence is encouraged through their choice of snack and being able to pour their own drink. There is plenty of opportunity for physical activity through the use of the outside area and in the soft play area. Hygiene routines are constantly reinforced and followed.

Behaviour is excellent, supported by adults who know the children well, and help them to sort out minor disagreements through supportive questioning. Regular discussions with the children enable them to identify appropriate behaviours. As a result, children work and play together well. These skills, along with their independence ensure children will make a successful move into the next stage of their education.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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?	1

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