

# Funfishers Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	321571
<b>Inspection date</b>	27/05/2009
<b>Inspector</b>	Rosemary Beyer
<b>Setting address</b>	Fishergate, York, North Yorkshire, YO10 4AP
<b>Telephone number</b>	01904 677870
<b>Email</b>	funfishers@aol.com
<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 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

Funfishers Out of School Club is a registered charity managed by a committee. It opened in 1992 and operates from an outbuilding in the playground of Fishergate School, situated within walking distance of the centre of the City of York. A maximum of 30 children may attend at any one time from two years to 11 years of age, only children over four years of age attend the out of school. The group is open each weekday 07.45 to 08.45 and 15.00 to 18.00 in term time and 07.45 to 18.00 during school holidays.

In order to meet the needs of parents and children the setting provides wrap around care during term time in the form of a playgroup for children from two to four years of age. There are currently 145 children in total on roll, of these 56 are under eight years and 19 in the early years age group. Children attend from the local and wider communities, some attending other schools in the area during term time. The group supports children with learning difficulties and disabilities; and children and parents with English as an additional language.

The group employs 15 staff. Of these, nine hold appropriate play work or early years qualifications and five are working towards them. The setting is a member of the Fishergate Partnership, which includes the local schools, childminders, private day nurseries and playgroups.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The out of school uses information from parents and children to meet their individual welfare needs very effectively, ensuring they are safe and secure. All children are able to choose or make suggestions for activities which ensures they always have something of interest to do, so are busily occupied and learning. Excellent relationships with parents and other carers ensure they are involved in the setting, which benefits the children's welfare and learning. The setting is constantly striving to improve and the thorough process of self-evaluation enables all staff, parents and children to participate.

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

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

- continue to make systematic observations and assessments of each child's achievements, interests and learning styles when they attend the out of school club.

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

The staff group works very well together to ensure the children are well cared-for, have good supervision and a stimulating time in the setting. They plan activities after consultation with children, making the programme known well in advance so particular interests can be fostered such as trips out or special sessions with instructors. Staff and resources are used effectively and efficiently within the setting, with careful deployment to ensure requirements are met and the children protected. Expensive resources are borrowed from the toy library as staff want to be sure they are appropriate before purchase, or to provide variety. The children can make suggestions for activities or resources and recently requested the purchase of video camera equipment to record their sessions.

Robust systems are in place for the employment of suitable staff, and after an induction, their annual appraisals ensure they remain suitable. There is a clear expectation that staff will continue with training to develop their skills and further improve their practice, whether in-house or through formal education establishments.

Since the last inspection a playgroup has been opened to meet the needs of children attending the school part time. A wide range of resources has been acquired to raise children's awareness of diversity and the recommendations of the last inspection have been implemented which ensure parents are familiar with the complaints procedure and notified of any accidents. Staff have also improved access to the grounds, and have plans in place to improve security further through erecting new fencing.

A key person system is in place for all the children, although all staff make observations of the early years age group to monitor their development and learning. These do not always continue through into the out of school sessions, although as children have opportunities to access activities chosen by older children they do have more challenge and a great sense of achievement on completing the chosen task. The portfolios are readily available to parents who are welcome to discuss progress at any time and feel very involved in the children's learning. Photographs of the children are displayed along with samples of their work, and provide numerous opportunities to discuss and suggest activities with their parents or other children. Staff have a clear understanding of children's starting points and their next steps, making parents aware of activities they can provide to give their children additional support at home.

Policies and procedures, which are regularly reviewed and effectively implemented, ensure the children's welfare is protected and the setting is efficiently managed. Staff and parents acknowledge the procedures to follow to meet the children's individual needs.

The setting welcomes all parents and children, building excellent relationships through good communication and their involvement in the group, whatever their differences. Parents are also made very welcome at workshops to promote their

understanding of the activities provided for their children. The 'worldwide' session gave parents the opportunity to try different instruments and explained why their children were learning about other cultures. To build stronger relationships with children's other carers the staff have become part of the Fishergate Partnership where they have regular contact with different schools, nurseries, playgroups, childminders and other agencies.

Staff work with parents and outside agencies very successfully to ensure all children are making good progress, whatever their different needs. Children with learning difficulties or disabilities are welcomed and supported to enable them to maximise their potential. Specialist advice, and any necessary training or equipment, is obtained from support workers. Staff have experience of developing and implementing individual learning plans effectively and also have undertaken special training for administering medication. They have attended case meetings or made visits with parents to support them and the children.

The setting is very well organised to help children become independent and make their views known. Representatives from each age group attend the Children's Council to put forward ideas for future development and to improve the care they receive. Parents are all welcome and able to contribute to the running of the club, with the parents' committee, attendance at workshops, questionnaires or offers of shared skills or knowledge much valued. Information from parents and children, and discussions with staff are all used to evaluate the setting, and provide continuous improvement. As a result of the consultation processes the playgroup was started to meet the needs of younger children attending the school part time and lists of resources for future purchase developed. Regular newsletters, notices and a website make access and contact easy although staff and parents still exchange information verbally each day to keep them informed about all aspects of their children's well-being and development.

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

Children are making good progress in their learning as the staff have a very good understanding of the Early Years Foundation Stage. They provide an excellent range of learning opportunities to support children's development both on and off the premises, with visits to the allotment, the local parks and museums within the City all contributing to a varied programme. The Christmas visit to the ice rink has become a tradition and butterfly walks in the cemetery part of the summer programme. A book has been produced showing the development of the allotment, from early days when it was cleared to the development of raised beds and the planting of crops.

The group has many children with English as an additional language attending and has catered for their needs very effectively through communication with parents, books, learning simple words and using labels. Inclusion and raising children's awareness of diversity is an intrinsic part of the setting's ethos, and parental and staff involvement has provided an excellent range of activities and resources to

support this. They have provided hands-on experience of different cooking cultures with demonstrations and opportunities to taste new foods and music sessions using different instruments. The children have developed a very good understanding that people differ but that they all deserve to be treated with respect, and they have enjoyed different foods, music, clothes, games and festivals throughout the year.

Activities are planned to cover all the areas of learning and the children's portfolios provide an excellent record of their progress during term time, but do not always continue during the holidays. Staff make observations and note any special achievements, with photographs and samples of work to support the evidence. The children are all developing into independent learners, confidently asking for particular resources or for help if they need it. Older children are asked to read stories or to assist with the computer. All are keen to learn, try new things and are starting to concentrate well to complete their chosen tasks.

Children are learning to look after themselves well and of the benefits of a healthy lifestyle. They have fresh air and exercise each day, with a good range of equipment to support their physical development in the playground and larger equipment in the local park. Food from their allotment has made them aware of different fruits and vegetables, and preparing and cooking them, then tasting them widened their diet. As part of the allotment development discussion of recycling and visits to different conservation sites have raised their awareness of organic farming and protection of the environment within the community.

## 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?	1
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?	1
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

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## **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