

Funtastik

Inspection report for early years provision

Unique reference number EY101845
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Inspector Ingrid Szczerban

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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 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

Funtastik Out of School Club was registered in 1997. It is an after school and holiday club run by Baildon Child Care Co-operative Ltd., and operates from two sites. The Moravian Church Hall in Baildon village and the church School on Cloverdale Way in Baildon. During the school holidays the club runs from the church school premises only. The opening times are Monday to Friday 3.30 to 18.00 during term time and 8.00 to 18.00 in school holidays. Children attending are primarily from the local community.

In the church school premises the school dining room is the main play room. The group may also use the adjacent school gymnasium; the parish room, used by older children over 8 years, and the school grounds. In the Moravian church hall children use the hall and a small rest room. The main entrances are used for each premises.

There are 11 members of staff, four of whom are qualified. Three of the unqualified staff are currently working towards a qualification. The club is registered to care for a maximum of 40 children at any one time and there are currently 65 children on roll, of these, eight are in the early years age range. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Good attention is given to meeting the learning and development needs of children. Children partake in a wide range of activities and make progress in all areas of learning. Inclusive practice is promoted and children are valued and respected as individuals. The provider is generally able to monitor and assess the provision and can identify areas for improvement. However, not all welfare requirements are met.

What steps need to be taken to improve provision further?

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

- develop risk assessment record to include specific types of outings

To fully meet the specific requirements of the EYFS, the registered person must:

- include in the child protection procedure a procedure to follow in the event of an allegation regarding a member of staff (Safeguarding and promoting children's welfare) 03/06/2009
- maintain a record of the arrival and departure times of children looked after on the premises (Documentation) 03/06/2009

The leadership and management of the early years provision

The setting is able to monitor and evaluate the provision to an extent. Through seeking advice from the early years development worker, updating training and by fully meeting the recommendations made at the last inspection. However, the child protection policy does not include a procedure to follow, in the event of an allegation regarding a member of staff, and the arrival and departure times of children are not recorded. These are breaches of the Welfare Requirements.

Staff, parents and children are involved in the evaluation of the service. Parents also express their satisfaction through recommending the setting to other parents. The setting accurately identifies their strengths; children enjoy a good variety of play experiences at the club. Some areas for development are identified. For instance, basic Early Years Foundation Stage training has been completed and the setting have sought support from the local authority to help them with documentation.

Generally children are safeguarded. All adults are vetted and all written consents are obtained from parents. The staff understand child protection issues and knows the procedure to follow, should the need arise. All potential hazards on the premises are minimised and suitable written risk assessments are made and implemented, but these do not include specific types of outings.

Partnerships with parents are good. Children's individual needs are promoted well because staff request information about children from their parents before they start. This ensures that children settle-in quickly and enjoy their time at the club. Parents views are sought and taken account of, for instance when planning trips. Parents are kept well-informed about their child's progress because the club has made effective links with the schools and they ensure that information is passed on. When necessary, three-way discussions between the club, parents and school are held. As a result, each child is helped to progress. For example, less confident children, those who are interested in writing, and those with behaviour difficulties, are all helped.

The quality and standards of the early years provision

Predominantly the welfare needs of children in the EYFS are met. Good hygiene routines are followed. The premises and resources used by children are all clean and well-maintained. The sickness policy is implemented and children use individual towels and tables are wiped with anti-bacterial spray to help prevent the spread of any infections.

Healthy and nutritious snacks are provided for children which include fresh fruit and cereals which are low in sugar content. Through discussion the children learn about which foods are good and bad for them. Individual dietary needs and preferences are catered for and children try foods from other countries when they learn about other customs and religions. Children learn about the benefits of

healthy active lifestyles. Staff successfully negotiate with children to play outside for half an hour before allowing them a brief time to play their computer games.

Good practices are employed to ensure that children learn how to keep themselves safe. Children know they must wear safety helmets when they ride on their scooters and they respect the boundaries made by cones in the car park, and, when balls go beyond them, they ask an adult to retrieve them.

Children are provided with good opportunities to help them make progress across all areas of learning and development. The staff involve children in the planning of activities and their individual interests are given high regard. They choose whether they wish to be inside or outdoors and help to choose and set out activities from the store room.

The staff observe children as they play and make assessments about what they can do, what they like, and make suitable plans to extend their learning. During activities the children are given good support, for instance when they play board games. Staff are mindful that children need their own space and do not interfere in their play unless they are invited to join in. As a result children are happy and confident, they have friends they like to be with, and they learn to consider the needs of others and how to resolve minor conflicts. Children are chatty, well-mannered and communicate well amongst themselves and with adults.

Children learn well about the world around them as they go on many exciting trips during the school holidays. These include children's museums, walking in the woods and ten-pin bowling. Good opportunities are provided for children to be creative and problem solve. They are completely absorbed in role play with dolls, telephones and prams, and, using a variety of construction blocks, they like to help older children to make complicated buildings.

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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (W1.1 Safeguarding and promoting children's welfare, W5 Documentation) 03/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (W1.1 Safeguarding and promoting children's welfare, W5 Documentation) 03/06/2009