

Fellside Fun Club

Inspection report for early years provision

Unique reference number EY387565
Inspection date 03/06/2009
Inspector Julie Larner

Setting address Fellside Community Primary School, Fellside Road,
Whickham, NEWCASTLE UPON TYNE, NE16 5AY
Telephone number 07541227842
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 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

Fellside Fun Club originally opened in 2007 and re-registered in 2009. The club is owned and managed by a private individual. It operates from the ground floor dining hall at Fellside Community School, Gateshead, serving children who attend the school. Most families live in the surrounding area.

The out of school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club at present provides care for children 24 children aged between three and eight years and also admits children over eight years. The setting is open from Monday to Friday, from 07.50 to 09.00 and from 15.15 until 17.50 during school term time only. There are currently 50 children on roll who attend for a variety of sessions.

A team of two permanent staff and one volunteer staff work with the children, all of whom have relevant childcare qualifications. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children learn about diversity and a wide range of different cultures through interesting planned activities with their work then being displayed in the setting to show that it is valued and to contribute towards raising children's self-esteem. The staff team consider and implement some improvements resulting in a sound ability to continuously improve the setting. Links have been successfully developed with others providing the Early Years Foundation Stage (EYFS) meaning planning in the group can mainly provide a continuous learning journey for the children. Space and resources are mainly very well organised and provide a safe and stimulating environment for children's learning and play.

What steps need to be taken to improve provision further?

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

- develop the comfortable, quiet area to provide an attractive place where children can rest or play quietly
- further develop links with others providing education and care for the children to provide continuity and coherence by sharing relevant information, for example, about children's individual stage of development
- improve self evaluation and quality improvement processes as the basis of on-going internal review, for example, to further consider areas for development.

The leadership and management of the early years provision

The staff team work together very effectively to safeguard children's welfare. A sound awareness of their roles and responsibilities results in staff providing a safe, hygienic and fun environment for the children. The staff team have a very positive attitude towards developing their own knowledge and experience through attending a broad range of relevant training to update their skills. This in turn, results in children being cared for by competent and knowledgeable adults. An extremely broad range of policies and procedures, which are regularly scrutinised and updated, provide a sound basis for both new staff and parents to become familiar with how the group operates. These are readily accessible on the parent's notice board. Successful induction and training contributes towards staff having a very sound understanding of how to deal with any child protection concerns. A high emphasis on confidentiality and good knowledge about the procedures to follow means that children's welfare is effectively safeguarded.

Children and parents are meaningfully involved in evaluating the provision which is highly effective. Prominent suggestion boxes are regularly used by the children as a way of sharing their ideas about the group. Fortnightly meetings allow children to talk about the suggestions they have posted and this directly links into obtaining new equipment and resources stemming from the children's own ideas. This provides the children with a sense of ownership of the group.

Partnerships with parents are very friendly. A warm welcome results in them feeling comfortable in the group and able to approach staff with any queries or concerns. Two way communications provides useful information about how children are doing in the group and for parents to feedback any changes about their child at home. The group have successfully developed links with others providing the EYFS for children. Regular opportunities to find out what topics children are looking at, at school and nursery ensures that staff can consider this in their planning and activities, however, systems for collecting information about children's individual development are not yet fully in place.

The quality and standards of the early years provision

Children are exceptionally content, happy and secure in the setting. They have very positive relationships with staff and approach them with ease and confidence for support and guidance. The staff team are highly knowledgeable about how to create an inclusive environment and use several successful strategies for individual children to ensure they can make as much progress as they can. Children easily make decisions about what they want to do from child height storage. They move from one area to another constantly making choices about what they want to do from a good mixture of adult led and free play activities. Children's individual needs are consistently well met. The staff provide choices for children to take account of their likes, for example, as they are offered a different choice of foods at snack time. Effective procedures to meet children's individual needs are highly successful with parents and staff sharing good, relevant information.

Staff support children well in their play as they encourage children to mix the clay in a bowl for their models which they then paint. Children are constantly involved in conversations with adults and each other. Snack time is a lovely social occasion where adults and children sit together. Adults show a genuine interest in the children as they talk to them about the menu, their school day and their home life. Space and resources are organised effectively to meet the children's needs. Play sessions in the hall and outside feature as part of the daily routine to provide a well balanced range of activities that children enjoy. Children confidently move around most areas, however, a lack of an attractive, well set out comfortable area means this is rarely visited, this, and the basic range of books and how they are stored on the window ledge results in this not being used to its full potential.

Children are beginning to make choices from healthy options. They enjoy noodles, a choice of fruit and healthy drinks and regularly talk about foods that are good and bad for them. Food tasting activities encourage children to broaden their experiences of fruits and vegetables and try something new. A good range of planned activities contributes to children's understanding of the benefits of good personal care as they talk about cleaning their teeth. Daily sessions in the hall result in children having good opportunities to be physically active and staff competently ensure children remain hydrated as they offer them more drinks. Children remain safe in their environment. Through a mixture of staff procedures, such as checking the hall before it is used. The children also help with risk assessments to enable them to learn about dangers in their environment. Sensitive reminders from the staff help the children to learn about following rules, for example, by reminding children not to run around in the room. Focused activities further enhance children's understanding of how to keep themselves safe as they talk about how to cross the road safely and enjoy a visit from a police officer to talk to them about dangers in the community.

Children behave very well in the setting. Older children provide a particularly good role model for those younger than themselves. They help with simple tasks, for example, as they steady another child's bowl whilst she stirs the clay mixture. All children are keen to be helpful as a steady stream of hands go up when volunteers to put the forks and cups are asked for by staff. Children devise rules for the group which are displayed on their notice board to remind them of the boundaries and how to behave. Good behaviour is encouraged successfully by staff and they have a very good knowledge of how to deal with issues, meaning that children are treated fairly and consistently.

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

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