

Funzone at Walkwood Middle School

Inspection report for early years provision

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Inspector

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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).

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

Funzone is located at Walkwood Middle School and is one of three Out of School clubs run by Funzone Limited. It opened in 1998 and re-registered as a limited company in 2006. It operates from four rooms within the school. It also has access to the dining room and hall, as well as all the outdoor play facilities, including a woodland area with a pond. The setting is open each school day from 08:00 to 09:00 and from 15:15 to 18:00. During school holidays and teacher training days, the club is open from 08:00 to 18:00.

A maximum of 64 children between the ages of four and eight years may attend the club at any one time. There are currently 40 children aged four to eight-year-old on roll and of these, two are within the Early Years Foundation Stage. All come from local schools. Children up to the age of 13 are also catered for and recently the club offered places to a few older children from special schools. The club has close links with the other schools and their Early Years provision and it receives support from the local authority.

At the time of the visit, the club was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A minimum of 12 members of staff work with the children, seven have the necessary qualifications, NVQ Level 3 and the others have relevant qualifications. The accommodation has suitable access for disabled persons via a ramp to the main entrance. All of the provision is on the ground floor.

Overall effectiveness of the early years provision

This out of school club provision is good. Key workers are well organised and use effective procedures to ensure children's safety and well being. The requirements of the Early Years Foundation Stage are clearly understood by staff, and as a result all children make good progress in their learning and development. The setting has a clear and effective awareness of inclusive practices and children with additional needs are well supported. Self-evaluation has been recently implemented and is becoming more formalised. The club has good capacity to improve.

What steps need to be taken to improve provision further?

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

- formalise self-evaluation procedures, including seeking the views of all stakeholders, in order to further improve how well the setting meets the individual needs of its children
- ensure all staff undertake up-to-date training in child protection procedures
- ensure that policies relating to the welfare of children are updated to reflect good practices and safety routines

The leadership and management of the early years provision

The experienced manager has a clear vision for providing the best care for all children and is well supported by staff members. Procedures for safeguarding children are good and include a daily safety check of the premises and accommodation and regular fire drills. However, some policies relating to the welfare of children require updating to reflect the current good practices and safety routines. Key workers ensure that children with learning difficulties and other disabilities receive the care and attention they need. The requirements of the Early Years Foundation Stage are clearly understood by staff because of the training they receive and their good links with other Early Years Foundation Stage providers. Weekly planning shows a wide range of experience for the children to engage in and assessment of their learning is through good quality observations and annotated photographs. As a result of the good links with parents and other Early Years providers, children make a smooth, happy transfer from one setting to the other. Face-to-face meetings, newsletters and a prominent display board at the entrance to the club ensure parents are kept well informed about the activities offered to their children. One parent was very appreciative of the care given to her child. The staff are committed to continuous improvement and recommendations made at the last inspection have been successfully addressed. Through the process of review the leader has identified the need to update staff's training in child protection procedures. Self-evaluation is in place, although in an early stage of development, and there is a desire to make this more effective and to seek the views of all stakeholders to a greater degree.

The quality and standards of the early years provision

Children enjoy their time at the club because they have access to a good range of learning activities and experiences. These include a good balance of adult-led and child initiated play across all areas of the Early Years Foundation Stage. There is a strong emphasis on the promotion of basic skills particularly reading, writing and counting. At a birthday celebration children learned about one-to-one number correspondence by sharing out cakes with the number of persons present. Resources are readily available for indoor and outdoor activities, so children are able to make independent choices. They develop their physical skills through playing football or bat and ball games. Children make good use of all of the attractive outdoor facilities. In good weather for example, they frequently have picnics on the lawn or explore the wildlife in the woodland area. Their activities contribute well to their creative, social and physical development and their knowledge and understanding of their environment. Children learn tolerance and respect for others by engaging in celebrations such as birthdays and religious festivals and in fund raising for charities.

Children are developing healthy lifestyles by taking regular exercise and eating healthy snacks at tea-time. Hygiene routines such as washing their hands before meals are followed. They learn the importance of staying safe through the effective registration and the checks made by staff each time they leave the building and return from outdoor activities. Children use equipment safely when

they explore different materials in art sessions, when they help with the preparing of snack and drinks, or help with setting out play equipment.

The older children who attend the club make a valuable contribution to the younger children's learning and development. They provide good role models and often act as mentors and engage them in their activities. For example, a group of older girls taught the younger children a dance routine whilst others were shown how to play snooker. Children enjoy secure relationships with members of staff who understand their individual needs and meet them sensitively. Staff frequently provide extra care and help with speech and language development or comfort for those who easily become anxious or distressed. Children demonstrate good behaviour and respect the feeling of others. Their good development in all areas, including their personal and social skills, means they are well prepared for the next steps in their learning.

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

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