

Fun For Kids

Inspection report for early years provision

Unique reference number 511612
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Inspector Fiona Robinson

Setting address Grange Farm Primary School, Dewsbury Avenue, Coventry,
West Midlands, CV3 6NF

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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

Fun for Kids out of school club is one of two provisions in the same organisation. It opened in 1995 and operates from the dining room of Grange Farm Primary School in Coventry. There is a ramped disability access to the school. Children also have access to the school outdoor play areas and the main school hall. All the children who attend the club are from the school.

A maximum of 24 children may attend the group at any one time. There are currently 24 children on roll. Of these, three are under five. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision opens term time only from 08.00 to 08.55 for the morning session and 15.30 to 18.00 in the afternoon.

Children attend a variety of sessions. The group are able to support children with learning difficulties and/or disabilities and children with English is an additional language. There are five staff working with the children, plus a volunteer helper. All staff hold an appropriate childcare qualification. There is a partnership with the Early Years Foundation Stage teacher in Grange Farm Primary School.

Overall effectiveness of the early years provision

The overall effectiveness is outstanding, because an excellent range of well-planned activities ensure that the needs of all children, including those in the Early Years Foundation Stage are met effectively. Staff develop excellent links with parents and the host primary school. Children make good progress in indoor and outdoor activities. They behave very well and have an excellent understanding of how to lead a healthy lifestyle. Staff have a very secure knowledge of the setting's strengths and areas for improvement and they have an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop assessment procedures to inform the next steps in learning
- develop self assessment for the older children.

The leadership and management of the early years provision

The manager provides an excellent lead in promoting effective staff teamwork. Staff have an outstanding awareness of health and safety issues. They ensure that children are kept safe through implementing rigorous safeguarding policies and procedures. The children respond well to the high quality care and the support they are consistently given in a very safe and familiar environment. The outdoor

area is fully enclosed and is maintained to a high standard.

There are good procedures for identifying what works well and what are the areas in need of improvement. Staff are fully committed to continued improvement and inset helps to improve their practice. This is evident in the excellent progress made in addressing the recommendations of the previous inspection. Key workers keep detailed records of children's work and policies have been reviewed in accordance with the most recent legislation. Staff have introduced assessment systems to include evidence of the youngest children's learning through play and have identified the need to develop assessment for all children. Excellent links exist with parents, who are kept fully informed of the setting's activities. There are excellent links with the host school and staff help to ensure a smooth transition to full-time schooling.

The quality and standards of the early years provision

Children have valuable opportunities to learn through play opportunities and practical activities. They enjoy all aspects of their play, including gaining an excellent understanding of the importance of exercise leading to a healthy lifestyle. They benefit from access to excellent indoor and outdoor facilities and resources. They enjoy playing ball games, such as football and dodge ball. Children have valuable opportunities to join in with a variety of indoor activities. They cooperate well, take turns and develop their self-esteem and independence well through indoor games and activities such as 'Keeper of the Keys'. Children's personal, social and emotional skills are promoted very well. They form excellent relationships with adults and peers. They enjoy socialising and are involved, interested and engrossed in their play. They enjoy the social interaction at snack time and seem very well informed of healthy eating. They enjoy playing table top games such as snakes and ladders and card games. The children's creative skills are developed well through art and craft activities. They enjoy making masks, drawing daffodils and designing their own flag and tartan. The excellent displays reflect their work on Spring, festivals and celebrations and also bring relevance and enrichment to their learning. They enjoy designing and making a volcanic island for their model prehistoric animals. Older children support younger children well in their games and activities. Staff promote communication skills well by listening carefully and valuing what the children say. For example, children are encouraged to express their views at discussion time and snack time, and they are confident and reflective in what they say.

The children respond very well to the excellent quality care and support given by staff. They make good progress in playing outdoor and indoor games. Children behave very well and make sensible choices. They feel very safe and secure, because staff work hard to ensure a positive and safe indoor environment. Children learn how to use equipment safely and share resources sensibly, as they build models. Positive behaviour is promoted very well in a very safe, caring and purposeful environment. They gain confidence through well established routines such as snack time and breakfast. Staff work hard to ensure that evaluations are completed to assist in planning for children's future learning needs. They have accurately identified the need to develop assessment procedures to reflect the

achievements of all the children and involve them in this. Overall, children are very well prepared for life outside the school day and future 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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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?	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?	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