

The Fun Zone After School Club

Inspection report for early years provision

Unique reference number	511184
Inspection date	15/06/2009
Inspector	John Earish
Setting address	Mrs Blands Infants School, Jordans Lane, Burghfield Common, Reading, Berkshire, RG7 3LP
Telephone number	0118 9832779
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).

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

The Fun Zone opened in 1997. It is situated at Mrs Bland's School in Burghfield Common. The club has its own room attached to the school and has use of the school playing fields and playground. All children attending must be in full time education. The setting is registered to care for 32 children under 8 years, all of whom may be in the early years age group. There are currently 32 children on roll and of these, seven are in the early years age group. During the term time the club operates before school, 8:00 to 8:45 and after school between 15:00 and 18:00 for children who attend Mrs Bland's Infant school and the nearby Garlands Junior School. In the holidays, the club opens from 8.00 to 18:00, Monday to Friday only, not including Bank Holidays. The holiday club is open to any child in the community with children coming from nearby villages such as Mortimer and Burghfield, as well as Burghfield Common itself. Children with learning difficulties and/or disabilities are welcomed in the club. The club is run by a committee with the headteachers of the infant and junior school as joint chairpersons. It is staffed by club manager, play leader and five assistants. The manager, who holds a NVQ level 3 qualification works both during the term and holidays. Other staff work either in the holidays or term time, depending on availability and commitments. The club receives support from the West Berkshire Early Years Development Childcare Partnership (EYDCP) development workers. The Fun Zone is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of the provision is satisfactory. It appropriately meets children's learning needs. The activities satisfactorily cover the required areas of learning and resources are appropriate to support this. The manager is aware that the quality of planning is not yet sufficiently detailed to ensure that this is done sufficiently well in all the areas of learning. Systems are being devised to help the adults do this better, but these are at an early stage of implementation. Good levels of supervision ensure that children have equal access to the activities provided for them. Leadership is satisfactory overall. The manager provides clear direction and clearly understands what needs to be improved. Consequently, there is a satisfactory capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- speedily implement the plans for improving coverage of all areas of learning in relation to the Early Years Foundation Stage and staff training to implement them

The leadership and management of the early years provision

Leadership and management are satisfactory overall. The staff work well together as a team, and are clearly committed to ensure that all children in their care are well looked after and enjoy the range of choices on offer. Good procedures for the day-to-day management ensure that things run smoothly. Self evaluation is providing a generally accurate analysis of strengths and areas needing improvement.

Although there are only a few children from the EYFS in the setting they are included in all the activities. The manager is keen to strengthen her team's understanding of the new requirements of the EYFS. She is re-evaluating all aspects of the setting so that the quality and range of the learning activities can be improved so that children's progress can be accelerated in all aspect of the EYFS. Planning is not yet detailed enough to ensure this is done sufficiently well in all areas. A system to record the day-to-day assessments of children's achievements had recently been devised. However, this is at a very early stage of development. The manager is aware that the observations must be evaluative and less descriptive so the next steps for learning are accurately identified.

Parents are kept well informed and value this provision. There are a comprehensive range of policies and procedures to ensure that children are well safeguarded. Risk assessments are regularly carried out and there are good procedures for monitoring the health and safety of the children. This was an area for improvement at the last inspection. Staff have received training in first aid and child protection. Current safeguarding practices are well implemented.

The quality and standards of the early years provision

Provision for children in the setting is satisfactory. The staff plan an interesting range of activities during the before and after school sessions and the holiday club. There is an appropriate balance between the use of the indoors and the outdoors. For example, there is an organic garden which children tend and a large playground where they can ride their trikes and bicycles. Inside the unit, there are areas for craft activities, games, computers and watching television. Younger children happily join in the craft activities organised for older children. One child, for example, placed a teddy bear on a piece of paper and drew around it to make some sheets to keep him warm. The adult used this opportunity well to develop his speaking and listening skills. Others were playing in the sandpit with an older child who encouraged them to explain what they were building and helped them fill their buckets with sand. This promotes the children's independence and personal and social skills well. However, the day to day planning does not yet ensure that all areas of the EYFS curriculum are covered to sufficient depth or maintain an appropriate balance between the activities organised by the adults and those chosen by the children.

Children benefit from healthy snacks which they say they enjoy. This includes a good variety of fruit and drinks. Children are well behaved when eating together

and observe good hygiene practices. They are encouraged to serve themselves and each other. This too, helps develop independence, a good understanding of healthy lifestyles and their personal and social skills. This was identified as an area for improvement at the last inspection.

The main strength of the provision is that children of all ages get along well together and behave well. However, some children get tired after a long day at school and there is quiet area where they can relax when the older children want to run around or play games. Children respect each other and show consideration for one another and readily make friends.

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?	3
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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
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?	3

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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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