

Fun 4 Kidz - L30 Centre

Inspection report for early years provision

Unique reference number 310434
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Inspector Chris Scully

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Fun 4 Kidz L30 Club registered in 2001. It is one of several provisions owned and managed by Fun 4 Kidz. The setting operates from a large hall and two smaller playrooms in the L30 Community Centre which is situated in the grounds of The Grange School in Netherton, Sefton. The club is open from 3.00 pm to 6.00 pm each weekday during term time and every school holiday (except Christmas) between 8.30 and 6.00 pm. The Club caters for children who attend local schools. The setting is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

A maximum of 32 children aged from four years may attend at any one time. There are currently three children on roll in the early years age range. The setting also provides care for 32 children over five years to 11 years. The group supports a number of children with learning difficulties and/or disabilities.

There are four members of staff and a support worker who all have early years qualifications. Volunteers and young people on work experience also help in the club. The setting receives support from the local authority development worker. The setting has been awarded Investors in People and Practical Quality Assurance System for Small Organisations (PQASSO) and Aiming Higher quality assurance awards.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy attending this fun and welcoming setting. They have warm relationships with the staff who offer high levels of support and encouragement, which helps each child to make good progress, feel valued and respected as individuals. Staff work closely with parents to ensure that they can fully meet the unique needs of each child and to ensure all children can take part in activities whatever their stage of development. They use self-evaluation systems well to monitor and review their practice and have a strong commitment to further enhancing children's care and education. Required records and documentation are generally well maintained, although, there are some gaps within risk assessments and the medication records. Partnerships with parents and others are progressing well and contribute well to the organisation of the setting.

What steps need to be taken to improve provision further?

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

- ensure sufficient information is held about the medical conditions of any child with long term medical needs, such as asthma and all required information is held on medical continuation sheets about the medication to be administered
- ensure risk assessment cover anything with which a child may come into

contact with, in this instance rusty railings and gates in the outdoor play area.

The effectiveness of leadership and management of the early years provision

Highly effective policies and staff's understanding of safeguarding issues means children are exceptionally well protected from harm. Staff are extremely aware of the action and agencies they need to contact in order to protect children. Staff further safeguard children by making detailed risk assessments which are reviewed on a regular basis. However, staff have not identified some potential risks to children's safety, such as the storage of some medications, rusty railings in the outdoor play areas and the unlocked gate. Children's welfare is promoted by the efficient organisation and maintenance of all necessary records which are kept securely and regularly reviewed. Although, there are minor gaps within the medication records, with regards to the recording of ongoing medication on continuation sheets. Children's health is generally effectively supported; however, in some instances staff do not have sufficient information regarding the administration of some medication, such as inhalers. Staff effectively implement a comprehensive range of policies and procedures that encompass all areas of children's care. Systems for self evaluation are progressing well and provide clear direction for staff and the organisation on the areas identified for improvement. For example, following discussions with staff, parents and children ICT was identified as an area for improvement. Subsequently, the setting secured funding and purchased a range of equipment to effectively support children's understanding of information and communication technology (ICT) and everyday technology. The settings commitment to the ongoing improvement of the setting means that all issues from previous inspections have been met. Therefore, improving upon the outcomes for children.

Both parents and children are invited to give feedback in a variety of ways, such as questionnaires, 'graffiti walls' and pictorial charts. Therefore, helping staff monitor the effectiveness of the provision. This has a very positive effect upon the partnership with parents and children's self-esteem as children feel valued and have an extremely strong sense of ownership of the setting. The settings commitment to equality and diversity is fabulous. This is evident from the seamless inclusion of children with learning difficulties and/or disabilities. As a result all children are very well supported by key staff and are able to take part in and contribute to all of the activities provided. Management's commitment to ensuring all children's needs are met means children who attend different schools are able to develop friendships that extend beyond the setting. Children are learning about difference, tolerance and the wider society as they use an imaginative range of resources that effectively promote diversity. Effectively planned activities around festivals and other events during the year are skilfully woven in the children's day. These provide them with clear insight into the needs of others. As a result children develop very positive attitudes to the needs of others and of the diverse world in which we live. Partnerships with parents and others are flourishing and contribute well to the organisation of the setting and the high quality care all children receive. Children sense of ownership contributes well to their behaviour within the setting.

Children create their own rules for the setting, which are reviewed on a regular basis. This successfully enables children with the support of staff to take responsibility for their actions and to look at ways of resolving conflicts.

The quality and standards of the early years provision and outcomes for children

Children make good progress towards the early learning goals as staff engage children well and have created a fun and exciting enabling learning environment. The regular changes to the continuous play resources linked to seasonal and cultural events provide children with renewed interest and stimulation in familiar activities. Children are actively engaged in making the caterpillar and autumn frieze and willingly offer suggestions as to how it can be modified and enhanced by using different techniques and materials. These conversations are supported well by staff and enable children to use their imagination, explore new ideas and become critical thinkers. Regular observations are undertaken to help build on children's interests and develop their next steps for learning. However, on some occasions these are vague and do not give clear direction on how to support children ongoing learning. Planned activities effectively encompass all areas of learning. Resulting in children who eagerly rush into the setting and who soon become absorbed in self chosen fun, play and learning experiences. The balance of adult led and child led activities effectively supports children's enjoyment and learning as they are able to choose where to play, for example, indoors or outdoors.

Outdoor play is supervised effectively to ensure that children can take risks without compromising their safety. Their health and well-being is promoted effectively. They have nutritious snacks, with the setting taking an interest in the nutritional value of all snacks to improve upon the health and well-being of all children. Children are actively encouraged to help prepare snacks, resulting in them developing skills for life. They learn about good hygiene routines, such as washing their hands and wearing aprons to prepare snack. Children are offered choices on the type of foods provided and are actively encouraged to try new tastes, such as lettuce, cucumber and tomatoes with their sandwiches. Staff support and encourage children's development of healthy lifestyles and provide 'take out' for children who have to unwillingly go home during snack as they do not want to miss it. Opportunities to explore how our bodies work and the 'fuel' it needs to work well enable children to look at their own lifestyles and consider ways of changing this to improve upon their own health and fitness.

Children learn to keep themselves safe through activities exploring road safety, fire safety, stranger danger and anti-bullying. As a result children develop an awareness of what to do in an emergency and where to seek support if they are concerned about their own safety. Staff plan activities that effectively encompass children's interest, such as Harry Potter and Roald Dahl. This is evident from the lively discussions with children as they examine the holiday club pictures. They eagerly describe what was happening in the pictures and show considerable disappointment to have missed some events as they were not present. Children enjoy the opportunities to take part in team or group games with all participating regardless of their age or ability. Children's language and communication skills are

effectively supported by staff who understand children's individual means of communication. This enables children to communicate their ideas or feelings and results in them being actively engaged with their 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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