

# FunTime Club Ltd

Inspection report for early years provision

---

**Unique reference number**

EY394070

**Inspection date**

04/11/2009

**Inspector**

Christine Ann London

**Setting address**

Blofield Cp School, North Street, Blofield, NORWICH, NR13  
4RH

**Telephone number**

01603713386

**Email**

head@blofield.norfolk.sch.uk

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Fun Time Club Ltd was registered in 2009. It operates from a classroom which is located within Blofield CP School, near Norwich, Norfolk. The club is open Monday to Friday from 3.00pm until 6.00pm during term time only. Children have access to the school hall, playground, field and toilets. Access to the facility is by level entry. A maximum of 24 children between the ages of three and eight years may attend at any one time. At present there are 42 children on roll, of whom, only one is in the early years age group.

The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The manager holds a Level 3 early years qualification and is working towards a Level 4, the other staff members are all either Level 2 or 3 qualified. The club serves the local school and children attend from Little Plumstead, Hemblington and Brundall schools. Close links have been established with the local schools to support children attending the club. The club has experience of supporting children with special educational needs and/or learning difficulties. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Fun Time Club Ltd provides a happy, enjoyable and inclusive experience for children after school. Children are able to take part in well-planned fun activities which compliment and extend their learning experiences. Older children attending have a positive impact in supporting the needs of children in the early years age group. Partnerships with parents and other providers are good. Children's welfare is actively promoted through many secure policies and procedures. The proprietor and her staff show a strong commitment to further improvement and are developing systems to support this process.

## **What steps need to be taken to improve provision further?**

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

- support children's independence further by increasing opportunities for them to prepare and serve their own food.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is suitably promoted through a comprehensive range of policies and procedures that help staff to carry out their work well. However, the policy and procedure for a lost child needs to be reviewed to ensure current practice is reflected. Children are protected by the staff's secure knowledge and

understanding of their roles and responsibilities in safeguarding children. All staff have completed training in safeguarding and are aware of the inter-agency links in place to protect children. All the staff have been employed through the robust recruitment and checking procedures and relevant documentation is held on file. Staff are supported in their own development through appraisals and the manager is pro-active in supporting applications for further training of her staff. Staff work well together, creating a relaxed working atmosphere which clearly benefits the children attending.

Clear and effective policies and procedures ensure that children are cared for appropriately in a safe and secure environment. For example, emergency evacuation drills are practised to ensure all staff and children are familiar with what action to take in such an event. Staff carry out rigorous daily checks to ensure the premises, toys and equipment are safe and suitable for their purpose. A clear understanding of roles and responsibilities supports the day-to-day running of this provision well in meeting the needs of the children. Staff are deployed effectively so that children are able to engage in activities which support their interests. Inclusive practice is well-promoted through gathering information from parents and tailoring activities and routines to support all children. Space in the mobile classroom is used effectively and the school hall provides a large area to allow children time to play games and exercise during wet weather.

A system of reflective practice to monitor the effectiveness of the provision and identify targets for further improvement has been developed. The staff discuss as a group evaluating what activities went well and what they might do differently next time. Parents are well-informed about the provision through written information, daily discussion on departure and through information displayed on the notice board. Effective links have been established with the school on site and this has been developed with other providers within the local area to promote continuity of care for the children attending.

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

Children's development is well-supported by the staff, who motivate them to become active learners. The environment is well laid out with challenging resources and planned activities which interest the children attending. Staff support children's learning well as they use open-ended questioning to challenge children's thinking. All areas of learning are skilfully used in activities. Children decide to make firework pictures to go with the bonfire pictures and they use their initiative in deciding what resources they need. They consider how they might colour and decorate their craft work by using metallic paints and glitter. They demonstrate the ability to work together, sharing resources and engaging in happy chatter around the table as they paint and create glittery firework pictures.

Children take part in cooking activities where they weigh and measure ingredients, such as home made play dough and biscuit making. They confidently measure out the ingredients under the supervision of staff. Children are confident communicators. They are able to initiate conversation with both their peers and

adults and readily talk about life at home and at school. Through regular use of computers and games consoles children are learning about technology. They confidently work together, playing their friends at snooker and showing care for others as they take turns appropriately. Their skills are extended as they use computers and reference books to find out information about their current topic, the cultural festival of Diwali. Children show a positive attitude to exercise and frequently enjoy outdoor activities during the day. They skip with ropes as a group and independently, with growing confidence. The older children use the trim track in line with the schools rules. They manoeuvre skilfully around a course of cones in the playground and join in games with the footballs, hoops and ropes.

Children's welfare is keenly promoted. Health information gathered from parents is noted and acted upon. All staff hold first aid certificates and a well-stocked, accessible first aid kit ensures minor emergencies are responded to appropriately. Children are developing secure routines to promote their good health. Younger children readily offer explanations as to why they need to wash their hands and have regular drinks throughout the session, so that they keep healthy and reduce the risk of germs. A balanced menu is available for a snack tea to further promote healthy eating. Fresh drinking water is accessible and accessed by children on demand. However, children's independence is not developed in regard to their food preparation. Staff prepare children's snacks, therefore preventing children from developing a valuable learning experience of independence and choice. Children's behaviour is good. Staff act as good role models and set clear boundaries for acceptable behaviour. Minor disputes are quickly resolved with age-appropriate explanations given, which children understand. Children show real care and attention of others, helping less able children with routine tasks and including them in their play at all times. This positive attitude of inclusion contributes significantly to the happy atmosphere enjoyed by all. Children are learning to keep themselves safe through regular routines and clear explanations given by staff. Staff are vigilant around children's safety, especially when collecting from the different classrooms in the school. A taxi service is used to transfer children from the various other schools in the area. Full parental consents are in place for this. Routines have been adopted to ensure children are closely supervised and safe at all times.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
The effectiveness of safeguarding	2
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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	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](http://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
--------------------------------------------------------------------------------------------------	-----