

# Funny Feet Holiday Club

Inspection report for early years provision

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**Unique reference number**

EY391673

**Inspection date**

02/02/2010

**Inspector**

Sandra Daniels

**Setting address**

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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**

Funny Feet Holiday Club is run by a partnership. It opened in 2009 and operates from the small hall and study room within Galliard Primary School. It is situated in Edmonton within the London Borough of Enfield. A maximum of 35 children may attend the After School Club of whom 15 may be in the early year's age group. There is currently a total of 67 children on roll, 40 of whom are under eight years and five are in the early years age group. The After School Club is open each weekday from Monday to Friday from 15.20 until 18.00, term time only. Children are collected from their class rooms in Galliard Primary School and parents access the small hall from the rear of the building in order to collect their children. All children share access to a secure enclosed outdoor play area. The After School Club supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The After School Club employs six members of staff. Of these, all hold appropriate early years qualifications. The provider is registered on the Early Years Register and 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.

The club offers a very welcoming environment to all children and their families. Staff demonstrate an extremely positive attitude to providing an inclusive environment, where children's individual abilities, preferences and uniqueness are acknowledged and valued. Staff are very proactive in liaising with parents and other agencies to meet children's individual needs, and children make good progress. The required documentation is in place and is very well maintained. Staff review the service and evaluate activities, although structured systems for self-evaluation are not fully in place in order to promote continuous improvement.

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

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

- develop further the systems for self-evaluation in order to set clear targets and maintain continuous improvement.

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

Children remain safe and well-protected in the setting. All staff have attended training on child protection issues and are clear about the required procedures to be followed should they have concerns for a child's welfare. Robust risk assessments are made so that children play safely, use appropriate equipment and resources and are well looked after. There are rigorous procedures in place to make sure all staff are suitable people to work with children. There are clear and

up-to-date policies in place to promote good standards in all aspects of work. These ensure that all staff are consistent in the support they give to children and the management of behaviour.

The setting is led and managed well by enthusiastic and highly motivated staff. All members of staff contribute to the friendly, home-from-home environment and are committed to maintaining high standards and improving outcomes for children in their care. Effective and friendly partnerships exist between staff and parents, who are kept well-informed on all aspects of the provision. This ensures that children's individual needs are acknowledged and met very well, including any children with additional needs. Whilst the setting does reflect on the provision, there are no clearly identifiable targets for improvement.

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

Children behave very well as a result of the effective use of age appropriate tactics in a calm, consistent manner. They respond positively to the 'ground rules', which were drawn up by themselves. Staff help children to stay safe by discussing relevant matters, such as 'stranger danger' and by practising the emergency evacuation procedure with them. Staff have a good understanding of health related policies and procedures. For instance, they understand very well the action to be taken regarding a sick or injured child. Hygiene standards are good and the facilities are clean. Staff present as positive role models. Children are encouraged to adopt suitable hygiene practices and regular routines help to reinforce good practice. Information regarding children's medical and dietary needs is obtained from parents and recorded. Healthy eating is very well promoted. Children have access to fresh fruit and drinking water throughout the session. Staff recognise the benefit that fresh air and exercise has on children's well-being. Children access physical play each day whether indoors or outdoors. A very good selection of resources and activities is provided to promote and enhance children's physical development and skills. For example, children play cricket and football outside with the staff. Children's awareness of equal opportunities and the wider world is very well promoted through resources and activities that reflect the various aspects of diversity. Festivals from different cultures are recognised and celebrated. Children with specific needs are very well supported.

Children build close, warm relationships with members of staff. They settle very well and are happy and relaxed. Staff know each child very well as they all work in the school attended by the children and where the club is. Consequently, children benefit from staff's good understanding of the EYFS, which is delivered effectively, in conjunction with the school, to help children progress well towards the early learning goals. Children have access to a very good range of resources. They benefit from a good balance of adult led activities and free play. Play areas are very well organised to accommodate various types of activities. For example, those of a creative nature, including mark-making materials, construction, imaginative and small world play and a broad selection of board games. A comfortable seating area is provided where children can rest, relax and look at books. Children enthusiastically participate in making cakes and sometimes make their own

sandwiches. Staff made good use of activities such as these to promote and extend children's learning. Concepts, such as size, number, colour and shape are discussed. Children enjoy the bingo sessions and older children volunteer to support the younger ones, showing kindness and consideration.

## 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
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### 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

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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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