

Funky Monkeys Kids Club

Inspection report for early years provision

Unique reference number	EY395013
Inspection date	02/02/2010
Inspector	Sharon Verma

Setting address	116 Bancroft Road, Widnes, Cheshire, WA8 3LL
------------------------	--

Telephone number	07999692102
Email	yvonne.wilcock@ntlworld.com
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 0300 123 1231, or email 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: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: 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

Funky Monkeys Kids Club was registered in 2009. It operates from a self contained unit within a mall of shops in the Halton View area of Widnes. Children have access to an enclosed outdoor play space. The breakfast and after school club is open each weekday during term time from 8am to 9am and from 3pm to 6pm. Take a break sessions run from 9.30am to 11.30am Monday to Saturday during term time. A holiday club also operates during school holidays from 8am to 6pm.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time. There are currently nine children on roll in the early years age range and 47 older children on. The club supports children with special educational needs and/or disabilities.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification (NVQ) level 2. Two members of staff are working towards an NVQ at level 3 qualification and the manager who is qualified to level 3 is enrolled on the Early Years Foundation Stage (EYFS) level 3 training course.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy attending this fun and welcoming setting. They have warm relationships with the staff who offer good levels of support and encouragement, which helps each child to make good progress, feel valued and respected as individuals. Partnerships with parents and other professionals are developing appropriately to ensure children's needs are met, although not all parents are aware of the complaints procedure. The club has begun the process of self-evaluation to help them highlight strengths and areas of improvement to develop the provision in the future. Required records and documentation are generally well maintained, although, there are some weaknesses within the recruitment and vetting procedures, the risk assessments and attendance records.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- review the recruitment and vetting procedures to ensure they are suitably robust and are pertinent to the setting (Suitable People) 15/03/2010
- review the monitoring systems to ensure children's attendance is accurately and consistently recorded (Documentation). 15/03/2010
- ensure identified risks are consistently minimised 15/03/2010

(Suitable premises, environment and equipment).

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

- ensure parents are fully informed of the procedure to follow should they have a complaint about the provision
- continue to develop the self-evaluation and quality improvement processes, to include a robust internal system of review.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through secure procedures including those for collection by unknown adults. Staff have attended up to date safeguarding training and know what to do if they have concerns about a child. All staff have been suitably vetted. However, the recruitment policy and procedure needs to be reviewed, to ensure all future employees are checked to ensure they are safe and suitable to work with children. Risk assessments have been carried out for all areas used by the children however, these are not always consistently applied which compromises children's safety. Thorough risk assessments have been conducted for outings and the school runs with the assistance of the local road safety officer. Children also wear high visibility jackets when outside of the setting to ensure they can be easily and quickly identified by staff. Fire risk assessments have been drawn up in consultation with the fire safety officer, further promoting children's safety. Most of the regulatory documentation is in place although, there are some weaknesses in the attendance records. The club currently relies on parents to sign the children out at the end of the session, but this system is not robust enough, as on occasions parents forget to sign children out.

Staff demonstrate a positive attitude towards their on going professional development. Two are enrolled on an NVQ level 3 qualification and the manager is working towards a level 3 in the EYFS. They have begun the process of self-evaluation to help them identify their strengths and the areas they need to improve in order to develop practice in the future. For example, they have recently approached the schools which children attend so they can work together to support children's learning and provide consistency of care. Partnerships with parents are developing appropriately to ensure children's needs are met, although not all parents are aware of the complaints procedure.

The playrooms and resources are thoughtfully organised. The books, toys and equipment are easily accessible and encourage children to make their own choices and decisions about their play and learning. Dressing up equipment is attractively displayed in the home corner to encourage children to use their imagination. Resources are rotated regularly so children are well stimulated and have access to a wide range of equipment. The quiet room provides a welcome sanctuary at the end of the school day for children who wish to relax. It is furnished with rugs and cushions and contains a selection of books and DVDs for children to choose from.

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 an insight into the needs of others. As a result children develop positive attitudes to the needs of others and of the diverse world in which we live.

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 display, as part of the theme on growing. Regular observations are undertaken to help build on children's interests and develop their next steps for learning. Aims for future learning are then built into the planning. 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 or relax for example, some children felt tired after the school day and chose a DVD to put on in the quiet room, while others built constructions from bricks.

Children engage in role play in the home corner. They use mark making materials in their play and have regular access to technology, such as, games consoles, children's software packages and the use of the internet to research information on the club's current topic. These activities, develop children's social interactions and dispositions for learning are helping children to build the skills they require to secure and support future learning. Children's number skills are promoted as they enjoy playing bingo with older children helping the younger ones where necessary. Their knowledge and understanding of the world is fostered through topics like growing which includes the children planting and caring for sunflower seeds. Children's 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 use of a star chart is a motivating factor to the children and further promotes positive behaviour. A buddy system is also in place and helps the children to develop positive relationships; it encourages older children to act responsibly while ensuring younger children are included and valued and this contributes to all children developing a sense of belonging in the setting.

Children learn to keep themselves safe through activities exploring road safety, fire safety and stranger danger. As a result they develop an awareness of what to do in an emergency and where to seek support if they are concerned about their own safety. Gentle reminders about why it is not appropriate to run inside, help the children to understand about keeping themselves and others safe. Children's

health and well being are promoted effectively. They have nutritious snacks, with the setting taking an interest in the nutritional value of all snacks to improve upon the health of children. Snack times are social occasions as children engage in conversations with friends and make informed choices about what they would like to eat. Children learn self help skills and to take care of their environment as they pour their own drinks and discard of their own rubbish when they have finished. The club operates a no shoe policy inside the premises on the advice of the Environmental Health Department which helps to protect children from infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
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

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