

Leighton Funzone

Inspection report for early years provision

Unique reference number	EY264117
Inspection date	21/01/2010
Inspector	Janice Linsdell
Setting address	Leighton Primary School, Minshull New Road, Crewe, Cheshire, CW1 3PP
Telephone number	01270 214402
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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

Leighton Funzone was registered in 2003. The club is privately owned and operates from Leighton Primary School, in Crewe, Cheshire. Children have access to the dining hall, the main hall and the school grounds for outdoor play. A maximum of 52 children may attend the club at any one time. The club is open five days a week from 7.30am to 9am and 3.15pm to 6pm during term time, and from 7.30am to 6pm during school holidays. Children attend from the local community and surrounding areas.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll aged from four to 11 years. Of these, three are within the early years age range.

The club employs two members of staff and two managers. Both managers are qualified to level 3 in early years. One member of staff is in the process of completing a degree in Childhood Studies and the remaining staff member is unqualified. A volunteer also helps out when required. The club receives support from the local authority, early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a friendly, relaxed and welcoming club, where children's needs are well met. Staff are genuinely caring and very supportive of the children. They organise a variety of fun activities for children to enjoy, which promotes their learning effectively. Documentation is generally well-maintained and the facilities are sufficiently organised, to promote most areas of learning. Staff are working well with parents and positive links are in place with the school. The club demonstrates a strong capacity to improve, by involving children and parents in reviewing practice and identifying future priorities.

What steps need to be taken to improve provision further?

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

- make sure public liability insurance runs concurrently and a valid certificate is always available
- improve consistency in recording children's daily hours of attendance
- develop the continuous provision of resources and activities, so that all areas of learning are fully promoted.

The effectiveness of leadership and management of the early years provision

All staff are appropriately vetted, to ensure their suitability to work with the children. Staff clearly understand how to protect children from harm and report any concerns promptly, which ensures children are safeguarded. A full risk assessment is in place, as well as health and safety checklists completed every day, so that potential hazards are quickly identified and addressed. Most documentation to promote the safe management of the club is generally well maintained. However, there are minor inconsistencies in recording the time of children's arrival and departure, as well as a lapse in the provision of public liability insurance, although this is now in place.

Managers are experienced in childcare and show a commitment to ongoing professional development. They are updating their own qualifications and there are plans in place for unqualified staff to undertake training. Positive links with the school are in place and staff share copies of their observations of the children with teachers. Some parents also share home-school agreements with staff, which promotes consistency and ensures all adults are working together to support children's needs. Parents receive a good level of information in their membership pack and staff chat to them about the children's progress. Friendly relationships are established with parents because the staff are very approachable. Parents who were spoken to, express very positive comments about the club and say children speak very highly about the staff.

There are some good systems in place, for involving parents and children in evaluating the success of club and looking at ways to improve. For example, children complete questionnaires and offer their suggestions and the 'praises and grumbles' form enables parents to express their views. Managers are also in the process of conducting a review of the club using the Ofsted self-evaluation form. This demonstrates a strong commitment to continuous improvement. Overall, the club is suitably organised and space is used appropriately, so that children can make some choices. However, storage space is limited and the room is not always set up fully, to promote all areas of learning. For example, there is no quiet area where children can relax with a book.

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

Positive relationships between staff and children are a strength of the club and they enjoy each other's company. Staff are very attentive and join in with the children's play. Children also benefit from spending some quality time with staff on a one-to-one basis, enjoying some interesting conversations, as they build models together. Staff are using effective systems for observing and recording children's development. They note the next steps in children's learning and build on their interests when planning activities. For example, when children show interest in building with construction sets, staff encourage them to design their own model robot, which they intend to build using various objects and materials.

Children enthusiastically involve themselves in activities, such as, building scary models with construction materials, or practising their gymnastic skills in the hall. They learn to solve simple problems and explain how they 'use their brain' to complete difficult jigsaws without following the picture. Children are developing their knowledge of the wider world, for example, by making dragons and lanterns for Chinese New Year. They have opportunities to colour and draw, developing their imaginative skills, by playing with resources, such as, dolls and tea sets. However, books are not always freely available to encourage their interest in reading. Photographs show children taking part in fun experiences, such as, water play, ball games and enjoying a 'pamper day'. Children also benefit from visiting places of interest in the school holidays, such as, the county park to see the animals. These experiences support children's skills for the future.

Children learn how to be safe and healthy through effective daily routines. They know how to play safely outdoors, because staff clearly explain boundaries. Their awareness of safety issues is extended, because staff organise visitors to attend from the local police and fire station. Children follow hygienic practices regarding hand washing and enjoy eating a variety of nutritious snacks. The school grounds offer good facilities for children to practise their physical skills on the climbing and balancing equipment. Staff also provide opportunities for children to develop their interest in sports, by organising coaching sessions in rugby and football.

Children are confident and well-behaved. They play cooperatively together when playing board games and kindly invite others to join in their play. Staff effectively promote good behaviour and consistently praise children for their efforts. They organise anti-bullying activities, to reinforce children's understanding that bullying is unacceptable. Children's opinions are valued and they have opportunities to share their ideas, such as, via the children's meetings or by putting their suggestions on the 'monkey board'. They also get involved in fund raising events, such as, selling chocolate crunch to raise funds for some new equipment. This shows they make a positive contribution to the club.

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	3
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

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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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met