

Funzone

Inspection report for early years provision

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Inspector

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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

Funzone is run by a private organisation. It opened at its current premises in 2006 and operates from one main room, with the option of using two other areas, within a community hall in Letchworth, Hertfordshire. It is open each weekday during term-time from 7.45am to 9.00am for breakfast club, 3.15pm to 6.00pm for out of school care. During school holidays the club operates on weekdays from 7.45am to 6.00pm. A small outdoor area is currently available for outside play.

There are currently 65 children aged from three to 11 years on roll. The club are registered on the Early Years Register to care for a maximum of 40 children in the early years age range. They also offer care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register. Children on the compulsory and voluntary parts of the Childcare Register share the same facilities as those on the Early Years Register.

Children come from within the local and wider catchment area. The club currently supports a number of children with special educational needs and/or disabilities, and can support children who speak English as an additional language. The club employs nine staff, six of whom, including the managers, hold appropriate early years qualifications and one of whom is working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff create a warm and friendly environment. They have suitable safeguarding procedures and welfare routines, in place, to ensure that they have a knowledge of each child's needs and offers an inclusive environment, where all children are welcomed. Planning for the Early Years Foundation Stage is largely child-led, supported by some planned activities to ensure that children make sound progress in their learning and development. Effective links with parents, carers and other professionals promotes consistency and involves them in the day-to-day organisation of care for children, therefore, helping all children to develop. The managers and staff team are not yet fully communicating ambition and drive to secure continued improvement as there are limited systems in place for self-evaluation.

What steps need to be taken to improve provision further?

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

- make a record of risk assessments clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare).
- 19/07/2010

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

- ensure that regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved
- promote a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and priorities for development
- review and maintain records, policies and procedures required for the safe and efficient management of the setting and to meet the needs of the children, ensuring that parents and staff are made aware of any updates or changes.

The effectiveness of leadership and management of the early years provision

Clear vetting and recruitment systems ensure that all adults working with children are suitable to do so and regular staff meetings and appraisals ensure that an overview of staff skills and areas for development are observed, protecting children's welfare. Most safeguarding procedures ensure that children are protected, for example, policies and procedures have recently been updated to ensure that they are in line with the current Early Years Foundation Stage framework. However, staff and parents are not consistently informed of updates or changes to policies and procedures, therefore, they are not always clear about the procedures to be followed. Managers and the staff team carry out daily safety checks and risk assessments to minimise hazards to children both inside and outside of the building. However, the risk assessment record is not completed effectively with all required information, therefore, any action taken or incident that takes place is not recorded, potentially affecting children's safety. The managers support staff training to ensure that their development is promoted and examples of this include safeguarding training for most staff, first aid and food hygiene courses which have also been completed recently.

Children generally learn about club safety through day to day discussion with staff. However, although there is an evacuation procedure on display it is not practised regularly or known to all children, therefore, their safety is potentially affected. Children learn about keeping themselves safe and receive gentle reminders, from most staff, as they play. For example, they are reminded about potential dangers when jumping of steps, leading from the stage or climbing on tables to reach something. The managers and staff are deployed well, they are flexible in their approach and know the children well, encouraging them to feel secure and confident. The environment is beneficial to learning and is looked after by staff and children appropriately. Resources are accessible with children being able to make some independent choices about what they do at the club, regardless of what is planned for them. An example of this is where staff plan activities for the after school club and children ask to do something different. Staff are happy to change or extend plans to accommodate children's individual choices and ideas, promoting inclusion.

The staff are aware of the range of children attending and do plan to offer activities which can be adapted to meet all needs of the children, ensuring that they develop and achieve appropriately. Observations are completed and used to make sure planned learning is organised to ensure that the Early Years Foundation Stage is fully covered for younger children. The manager and staff work well with parents to ensure there is an exchange of information to promote children's welfare, learning and development and parents are happy with the care their children receive. Parents also have access to a notice board and receive regular newsletters, offering informative details, such as, holiday dates, future planned events as well as any staff updates. The managers and staff team promote equality and diversity within the club, for example, all children, regardless of their individual or specific need, are welcomed in to the club and unfair discrimination is always tackled. Staff also work with the local schools to meet every child's needs by liaising closely with teachers regarding the overall well-being of the children. However, there are limited systems in place to promote continuous improvements, therefore, promote outcomes for children.

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

Children are offered a range of activities that help them to make sound progress in their learning and development. They are happy and settled and choose to take part in activities both inside and outside each day. They make independent choices about some of their activities with staff responding to children's choices by supplying the appropriate materials. An example of this is where children show an interest in jewellery making. They are supplied with a broad range of beads and accessories and enjoy making individual bracelets and necklaces for themselves or their family members. Staff ensure that all the children's individual needs are met with this activity by offering their support and ensuring that the activity is over two sessions, therefore, all children are given the same opportunities, promoting inclusion.

Most staff have a sound knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage and the level of challenge is sufficient to interest and engage most children. Younger children show that they are secure, feel safe and develop a sense of belonging in the provision as they interact with staff and ask for help where needed. Most children work independently and decide, together with their friends, what they want to play with. An example of this is where a group of younger children decide that they are going to play schools. They put dolls and teddies out on child size stools, pretending that they are children and use the wipe boards to write different maths sums on as they 'teach' these to the 'children'. The outside area, dressing-up and construction resources are favourites with some of the children and they are often observed to create and decide their own games using their own resources brought along to the club, which they happily share with the other children.

Children show a developing awareness of what constitutes a healthy lifestyle, for example, most children follow personal hygiene routines, such as, hand washing before tea, with some children needing gentle reminders by staff. Children enjoy

opportunities to be physically active each day as they use the area outside and take part in team games. An example of this is where children and staff play 'crocodile crocodile' together. One child pretends to be a crocodile who is guarding the water as the others try to cross it. As the children run across the water the crocodile chases them, children laugh excitedly as they manage to get across without being caught. Children show developing social awareness and engage easily in conversations together and with adults. They sit together for their tea sharing news of their day, events from home or future events that they are taking part in. For example, a group of children discuss the school trip that they are taking part in the following day whilst other children talk about going to visit their new teachers.

Some older children support and encourage the younger children as they sit together at the creative table, the older children are seen encouraging the younger ones as they colour in and learn about different flags of the world. Children are confident when using technology and use electronic resources and computers with ease. Their creative skills are developing as they enjoy role play opportunities including dressing-up. Children are making sound progress and exploring their emerging skills and confidence within a group setting where there is a broad age range.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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