

Fun Club

Inspection report for early years provision

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Inspector

Adelaide Griffith

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

Fun Club was registered in 2010. It operates from a former medical surgery in the Stetchford area of Birmingham. The club is open for before and after school from 7.30am to 8.50am and from 3.15pm to 6pm each week day during the school term. The setting is also registered to provide pre-school provision and crèche care during the hours of 9am to 3pm. Children have access to a secure enclosed outdoor play area.

A maximum of 20 children may attend at any one time. There were no children present at the time of inspection. The club also offers care for children aged over five years. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is able to support children with special educational needs. The club is also able to support children who speak English as an additional language.

The club operates to support children who attend local schools. The club employs two staff who hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of how children learn ensures that staff are able to promote children's learning and development successfully. On the whole, children's welfare is competently safeguarded. The partnership with parents, other early years providers and external agencies is a key strength of the club. This contributes significantly to ensuring that children's needs are met. Consistent self-evaluation by the managers results in changes that have positive outcomes for children. Priorities for future development are identified to make continuous improvements for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact, including equipment stored in the girls' toilet.

The effectiveness of leadership and management of the early years provision

The leadership and management of the club is strong. There is an emphasis on safeguarding with a wide range of procedures that are implemented to protect children. For instance, doors to the premises are securely locked at all times. Robust vetting ensures that all staff who work with children are suitable to do so.

The environment, both indoors and outside, is subject to effective risk assessments but the storage of equipment in one toilet poses a potential hazard to children.

The managers are committed to maintaining continuous improvement. They reflect on the feedback received from different sources including parents, children and external agencies. For example, they have taken into consideration ideas for developing the outside play area. They welcome feedback from parents and they have expressed many positive comments when completing questionnaires. The managers have a vision to ensure that children and families are happy in the provision. An inclusive approach ensures that all parents receive information about their child's experiences. They work well with parents to keep abreast of events in the local schools and have shared information about children's learning. The managers take a proactive approach to extending their knowledge. They have attended recent courses relating to early years. They regularly liaise with other early years providers to enhance their understanding of specific early years practice issues.

The managers actively promote equality of opportunities. They explain the system implemented to ensure children's individual needs are met effectively. When children start in the setting, information is obtained about children's preference and stage of development. This ensures that they have a clear understanding of how to meet children's needs. The managers explain their system that ensures all children have access to resources, for example, by ensuring availability at all times. There are procedures in place to raise all children's awareness of other cultures by planning appropriate activities. Additionally, a broad range of resources is provided and the managers have taken steps to obtain resources that promote children's understanding of disability. Although children in the early years age group were not present, the evidence suggests that the provision meets the needs of the range of children for whom it provides. This includes older children who were present at the inspection.

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

The managers have a secure understanding of the Early Years Foundation Stage. They use an effective key worker system to support children when they are present to achieve good outcomes. A systematic approach is used to make sensitive observations of children's learning and development. The information gained is used effectively to plan for the next step in their individual learning. The managers understand how to include challenges. Children's problem-solving skills are extended by planning activities at a higher level and this is shared with other providers.

All areas of learning are included in activities. Plans indicate a wide range of activities that promote children's learning through play. The managers explain fully how an activity promotes all areas of learning and they emphasise the importance of children having the opportunities to mix with others in a different age range. This means that they understand how to promote children's social and interpersonal skills effectively. Children's work shows that their creative skills are

promoted as they use vibrant colours to express their ideas. Children benefit from opportunities to explore with different materials, such as, play dough, and their small muscle skills are promoted by using rolling pins for shaping the dough. A wide range of resources is available for all age groups and most are stored within reach of children. The managers indicate that children benefit from developing skills for the future. They encourage all children to take responsibility for contributing to the setting by tidying away after activities and to play harmoniously with others.

The managers create an environment in which children can relax and feel at ease. They demonstrate an accurate understanding of how children's good health is promoted. They have systems in place to maintain children's personal hygiene because they all wash their hands before snack. The managers explain how children learn to stay safe. When walking to the setting, they are encouraged to press buttons at the pedestrian crossing and they look to note the flow of traffic and to decide the right time to cross the road. Owing to the daily walk, children are benefitting from physical activity. Their understanding of healthy options is reinforced because the managers discuss different types of snacks with the children. They have a firm belief that children learn by copying the behaviour they model. Consequently, they talk to children politely and they have an ethos of promoting self-esteem by praising children frequently for effort as well as achievement.

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	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

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