

# Fun For Kids @ St. Peter & Paul

Inspection report for early years provision

---

**Unique reference number**

EY358007

**Inspection date**

24/03/2010

**Inspector**

Fiona Robinson

**Setting address**

St. Peter & Paul RC Primary School, Arkle Drive, Coventry,  
West Midlands, CV2 2EF

**Telephone number**

07940 128 172

**Email**

t.russellbrookes@btinternet.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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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**

Fun For Kids Out of School Club opened in 2007. It operates within St Peter & Paul Primary School in Walsgrave in Coventry. There is disabled access to the setting. The club serves the junior and infant school, offering children before and after school care. Sessions are from 7.30am until 9.00am before school and from 3.15pm until 5.30pm after school. All children share access to an enclosed outdoor play area. There are currently 40 children on roll aged from four to 11 years of age. The setting supports children with special educational needs and/or disabilities and children for whom English is an additional language. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Three members of staff work directly with the children, of whom two hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are treated with warmth and respect in a bright, welcoming environment. They respond well to the care and support they are given and are fully included in an interesting range of activities. Good partnerships with parents and the host school ensure the children's needs are met well. They enjoy their activities and achieve well in an inclusive environment. The manager and staff demonstrate a positive attitude and good commitment and capacity to improving the provision in the future.

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

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

- develop the use of technology in activities
- develop assessment procedures and the recording of the achievements of the youngest children.

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

Staff have a good knowledge of safeguarding and child protection procedures. There are rigorous policies and procedures in place, which are fully implemented. Risk assessments are completed and reviewed regularly. Daily checks are carried out to ensure the environment is kept safe and secure. Staff are deployed well to ensure children's safety indoors and outdoors. There are robust staff recruitment and vetting procedures in place. Collection procedures are rigorous and help to ensure the children's safety. Fire evacuation drills are practised regularly and children have a good knowledge of the safe way to exit the school. Security within the setting is good and children benefit from the safety rules put in place by staff.

Partnerships with parents are good. Parents say their children enjoy attending the club because it offers fun activities in a well-organised environment. Staff keep parents well informed of activities and events through informal discussion, newsletters and the notice board. Parents benefit from a comprehensive prospectus that includes all policies and procedures. Through discussion they are kept informed of individual children's achievements. Currently, staff are developing learning stories for the youngest children to share with parents. Extra care and sensitivity is shown to children with special educational needs and/or disabilities. Good links have been established with the host school and staff, and information is shared regularly. Staff collect the children to ensure a smooth transition at the beginning and end of the school day. The club also benefits from the use of the hall and the outdoor area.

The setting is well led and managed. Good self-evaluation systems are in place and staff meet weekly to discuss planning and assessment. Good progress has been made in addressing the recommendations of the previous inspection and staff are firmly committed to continued improvement. In particular, children have regular access to well-resourced outdoor play. Staff work hard to build on their existing qualifications and regularly access appropriate training. They value the views of parents and children and take these into consideration when identifying priorities for planning and development. They actively promote equality and diversity and place a strong emphasis on keeping the children happy and fully integrated in activities. They regularly monitor the work of the setting and conscientiously evaluate their planning. Resources are used effectively to support children's play. Staff recognise the need to develop ways of recording children's achievement, through the use of the digital camera and learning stories and could build on this to improve further. They are also exploring ways of extending the use of technology in activities, as this is another area for development.

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

There is well-planned play both indoors and outdoors. Staff demonstrate a good understanding of the children's interests. They value their ideas and involve them in the planning and choice of activities. For example, the children hold a talent show and enjoy performing their acts for other children. Staff are developing systems for assessing and recording the achievements of the children in their learning stories and record of activities.

Children are well behaved and share resources sensibly with one another. They helped to compile the rules for the club and respond well to the boundaries. Good behaviour is further promoted through the calm manner of the staff and positive reinforcement. Any incidents of behaviour are managed well with care and sensitivity shown.

Children's health is promoted well through healthy eating and physical activities. They enjoy playing team games such as football and dodge ball. They gain a good understanding of keeping healthy and safe. They are encouraged to make healthy choices at snack time, such as fruit and healthy fillings for their sandwiches. They

develop a good understanding of keeping safe as they prepare fruit salads and cut up carrots. They enjoy fundraising and organising special activities, such as icing biscuits. They benefit from talks from the police on keeping safe and road safety. Effective use is made of themes and topics such as Winter and Spring. Festivals such as Diwali, the Chinese New Year, St Patrick's Day and Easter are celebrated at the club. Children enjoy sampling food, dancing and completing colourful artwork for each festival. For example, they completed colourful masks for their Mardi Gras celebrations and beautifully decorated cards and presents for Mother's Day.

Children enjoy coming to the club. They achieve well in their activities. Creative skills are developed well and their bright and colourful pictures, paintings and collage work decorate the walls of the club. They cooperate well when they play tabletop games and enjoy singing, dancing and playing the guitar. They are keen to make dens indoors and outdoors and enjoy dressing up. However, the use of technology is more limited and staff have identified the need to extend the use of this in activities. Caring staff support them well in their choice of activities. They like sewing and leaf threading and joining in with problem solving games and quizzes. Overall, they achieve well and learn to make meaningful choices. They are prepared well for life outside the school day and future learning.

## 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
--	---

### 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

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](http://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