

The 3.30 Fun Club

Inspection report for early years provision

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Inspector	Clare Henderson

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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

The 3.30 Fun Club opened in 1997 and is managed by a voluntary committee. It operates from a church hall which is situated within the grounds of St John's C of E Primary School Burscough, in Lancashire. The club predominantly offers places to children who are pupils of St John's School. The club is open from 7.45am to 9am and 3pm to 5.45pm, Monday to Friday during term time. A maximum of 24 children aged from three years to under eight years may attend at any one time. The club also offers care to children aged eight years to 11 years. There are currently 89 children on roll. Of these, 37 are under eight years, and of these, six are within the Early Years Foundation Stage. There are four members of staff, including the manager, who work directly with the children. All members of staff hold appropriate early years qualifications to at least level 2, and of these, two also hold a level 3 qualification. The club is a member of the 4Kids professional association. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

In this happy and safe out of school club, children are provided with a good selection of age-appropriate resources and play opportunities which meet their needs and interests well. Caring adults provide a happy, play-based environment. Staff carry out observations of children's welfare and learning to inform planning. A two-way flow of information with other providers delivering the Early Years Foundation Stage ensures key information is exchanged about children's welfare needs. The club knows its strengths and areas to develop well, and because all adults share a commitment to improve the quality of provision and enjoyment for each child, management has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- strengthen links with other providers delivering the Early Years Foundation Stage to children who attend the club and develop the two-way flow of information by sharing the outcomes of the observations which adults undertake of children.

The effectiveness of leadership and management of the early years provision

The club provides an inclusive and welcoming environment where all children are settled and involved. Children are kept safe and secure as they play in the designated rooms and outdoor play area. Staff carry out regular safety checks of the outdoors area and appropriate staff deployment ensures that ratios are well

maintained and children are suitably cared for at all times. The manager and all adults have a good understanding of the safeguarding policy and procedures, and ensure children's well-being is given highest priority. Good staffing levels ensure staff are suitably deployed so children's safety is always monitored. The management have robust systems in place to ensure the suitability of those adults working directly with the children.

Self-evaluation is shared by all adults and staff meetings are held to discuss how improvements can be made to the available provision for the enjoyment of the children. Staff update their skills and knowledge by attending training on subjects such as safeguarding children and first aid. Adults use their good knowledge of the children as individuals and use assessment information well to ensure that all children have full access to learning. The inclusive nature of the setting ensures that it pays good regard to promoting equality of opportunity for all children.

The manager and staff have established good links when collecting children from school, whereby important information is passed from teaching staff to the out of school club. However, there are no regular opportunities to share information gained from observations adults undertake of children in the Early Years Foundation Stage. Parents say how happy they are with the out of school club and explain how much their children enjoy coming. One said, 'My child really loves it.'

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

Children say they enjoy coming to the club, they feel safe and that adults will help them if a problem arises. The wide range of resources available for them to play with and well thought-out programmes of fun activities widen children's experiences and extend their knowledge and skills well. For instance, learning to play table tennis, performing an impromptu play and making biscuits are a sample of the activities on offer. These ensure children's personal, social and emotional needs are well met, as children are happy, sociable, and well-behaved. A good variety of snacks and drinks are offered to the children who explain confidently the benefits of eating healthily.

Children are able to choose which resources they play with and spend long periods of time busily engaged in role play or construction activities. They access resources, which are changed on a regular basis that meet their individual needs and interests well. They independently help themselves and express their preferences in relation to what activities they want to do such as playing in the home corner, preparing some songs and jokes to share at the end of the session, or making Easter cards. Children are given equal opportunities to become fully engaged in meaningful activities and play opportunities, both indoors and outside. They develop friendships and mix well with each other. Older children help and support younger children as they play. Their language skills develop well as the adults encourage them to think and respond as, for example, they talk together about rules for staying safe. Opportunities are available to develop physical skills which support healthy living by playing outside or enjoying a game of table tennis. They celebrate a good range of religious and cultural traditions through cookery

and creative activities. This extends their understanding and tolerance of each other's beliefs well.

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	3
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