

Stivichall Fun Club

Inspection report for early years provision

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| Unique reference number | 511517 |
| Inspection date | 09/07/2010 |
| Inspector | Andrew Clark |

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| Setting address | Stivichall Primary School, Coat of Arms Bridge Road, COVENTRY, CV3 6PY |
| Telephone number | 07599389133 |
| Email | |
| 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.

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

Stivichall Fun Club opened in 1996 and is run by a committee. The club operates from the dining hall of Stivichall Primary School in Coventry. It is fully accessible and supports children with special educational needs and/or disabilities. A maximum of 45 children aged from four to eight years may attend in any one session. Older children may also attend. There are currently 90 children on roll, of which 46 are under eight years. Of these, six children are in the Early Years Foundation Stage, of which none are in receipt of funding for nursery education.

The sessions run from 8.00am to 8.55am and 3.30pm to 6.00pm five days a week, term-times only. The club also operates in school holidays. The setting is registered by Ofsted on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

There are six members of staff who work with the children. The manager holds a Level 3 qualification. Other staff hold at least a Level 2, including relevant degree level qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Stivichall Fun Club meets the needs of the early years children well, as it is an inclusive club where everyone, including those with special educational needs and/or disabilities, achieve well. Children are cheerful, feel safe and are confident; and partnerships with other settings and with parents and carers are outstanding. The manager leads her team well and the club is well placed to continue to improve 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 procedures to ensure self-evaluation is informed by regular monitoring of all aspects of staff's work with children
- ensure children contribute to tidying and sorting activities throughout the session.

The effectiveness of leadership and management of the early years provision

Safeguarding policies are of a good standard. The club has robust procedures to ensure all staff are safe to work with children. They assiduously carry out regular risk assessments to make sure all aspects of the premises and provision contribute to a safe and secure learning environment. Staff are vigilant and trained well in monitoring children's well-being and safety. Record keeping is of a good standard.

The quality of leadership and management is good. The experienced staff work closely together as a team to ensure that resources are deployed well to meet the needs of all children in their care, including those with special educational needs and or/disabilities. Self-evaluation is largely accurate and contributes to appropriate priorities for further improvements. However, procedures to routinely monitor the staff's interaction with children are not yet fully established. Staff hold good levels of professional qualifications and are ambitious for the club to improve. The leaders work in close cooperation with other providers and the local authority support services to ensure good quality of provision and to drive improvement, and consequently have established excellent links with them. Staff have clear roles and responsibilities and this contributes to the smooth running of the club. They ensure all children are engaged in all that the club has to offer and that equality and diversity are promoted well.

Outstanding links with the host school and with other providers contributes to many aspects of provision. In particular, the links contribute significantly to the setting's planning process, which is sharply focused on children's needs and experiences. The club also has established excellent links with parents and carers. They provide very regular information on their children's progress that staff record in detailed 'learning journeys'. Staff frequently gather the views of parents and use this information very well to improve the club. A wide range of posters and information sheets provide support and guidance on parenting skills and the development of young children. Parents and carers feel staff are very approachable and appreciate the care they show their children. 'The range of activities is extensive and they provide a stimulating environment, I wouldn't hesitate to recommend Stivichall Fun Club to other parents,' sums up their views.

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

Children develop well and make good progress in this warm and friendly club. They are well behaved because staff treat them fairly and consistently. Staff have a good knowledge of the learning needs of the young children and provide a stimulating environment as a result. They make regular observations of children's activities and use the information well to plan for their future needs. There is a good balance between activities children choose for themselves and those led by adults. This makes a good contribution to the development of children's skills for their future learning and their positive attitudes.

Children of all ages and abilities play and work together well. They feel safe and cared for. They establish good relationships with adults. Children benefit from secure and exciting outside spaces, where they participate in many different activities, which promotes good development across many areas of learning.

The children's adoption of healthy lifestyles is outstanding. The club provides an excellent range of well planned healthy snacks. Children suggest ideas for menus and have an understanding of a balanced diet. Water is freely available throughout the session. They undertake stimulating art and creative work, which reinforces

their understanding of healthy lifestyles. Children participate in frequent physical activities, both indoors and out, including team activities and dancing sessions, and make very good use of information and communication technology. There are well established routines to encourage high standards of hygiene and cleanliness. Although children are independent, they sometimes fail to tidy up after themselves and staff do not consistently reinforce this skill.

The club helps children make an outstanding positive contribution. Children develop very high self-esteem because they feel valued and cared for. There is a quiet area where children can sit and enjoy a book. They investigate different faiths and cultures through exciting role play and creative first hand experiences. They learn to say their own names in sign language and to show empathy for children in different circumstances. Good quality resources, such as the 'home corner' and role play activities encourage children to understand more about their world. Children with a special educational needs and/or disabilities are fully integrated into the club and participate in all activities. There are good opportunities for counting and ordering numbers and, to develop the skills needed for controlling a pencil and other early writing skills. The many craft activities and regular use of information and communication technology encourage children's creative skills and enjoyment of learning. Overall, the club makes a good contribution to children's learning and they love their time there.

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

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| 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

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| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children make a positive contribution | 1 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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| 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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