

# Fun Plus

Inspection report for early years provision

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**Unique reference number**

EY407054

**Inspection date**

12/07/2010

**Inspector**

Christine Stimson

**Setting address**

St. Josephs Catholic Primary School, Fairfield, KINGSTON  
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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).

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 Plus opened in February 2010 under new management and operates from St. Joseph's School grounds, which is located in the Royal Borough of Kingston-upon-Thames. This is within walking distance of Kingston town centre. Children have access to a main room, a quiet room and a hall; the school playground is available for outside play.

Fun Plus is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting provides a breakfast and after school club and a holiday play scheme. The breakfast and after school club operate between 8am to 9am and 3.15pm to 6pm, term time only. A maximum of 24 children may attend the breakfast and after school club at any one time and there are currently 25 children on roll, of which four are in the early years age range. The out of school play scheme operates from 8am to 6pm in all the school holidays except Christmas and a maximum of 40 children may attend the play scheme at any one time. The setting hopes to provide a pre-school at a future date. Fun Plus currently supports children with learning difficulties and/or disabilities and is able to support children with English as an additional language.

There are three members of staff, two of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. More staff are employed in the school holidays for the play scheme.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are supported in their play by staff who know them well and as a result children are happy and confident within a secure setting. Staff are encouraged by management to embrace training opportunities as part of their continuous improvement and this helps children's learning and development. The setting plans activities for groups of children, but not for individual children based on their abilities. Although most children have consent from parents to receive emergency medical treatment or advice, this is not the case for all children. Partnerships with parents have been formed and work well, with information regularly exchanged in order to meet children's needs. Partnerships with outside agencies have been established and are in the process of being improved. Self-evaluation is in the early stages of development to identify the setting's strengths and weaknesses.

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

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

- ensure written parental permission is requested at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or

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treatment in the future (Safeguarding and promoting children's welfare).

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

- improve the system of establishing children's abilities to include experiences that children bring from home and from school as starting points for their learning
- ensure flexibility in planning for the group, while keeping a focus on children's individual and present learning needs, or interests and achievements.

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

The setting has policies and procedures in place to help safeguard children's welfare needs and these are understood by staff and shared with parents. Vetting procedures for staff are robust to ensure only suitable people work with children. The setting requests most parents to give written permission to seek emergency medical advice or treatment, but has not extended this to all parents. Regular fire drills help children to learn how to leave the building quickly and safely. Risk assessments are conducted on the premises showing any hazards found and action taken. Staff are confident on how to proceed if they have a concern about a child in their care and documentation is kept on site to help guide staff when making a referral of this nature.

The manager drives for improvement by encouraging staff to embrace training opportunities and shares with staff her vision for the future development of the setting. Staff are deployed effectively to support children in their play and the resources available meet the needs of the children attending. Currently the setting asks parents and children to list details of how children manage their own needs, together with a list of favourite things like toys and food. However, no information is gathered relating to children's capabilities in their learning, to enable staff to build on children's existing skills and abilities.

The space in the setting is utilised well with areas divided for physical and quiet activities. For example, children have a large hall and playground to run off energy and do sport activities, while the playroom is used for art and craft, role play and construction activities. Children are able to self-select resources from items laid out by staff, or from cupboards in the playroom with staff on hand if help is needed. Boys and girls are involved in the same activities and have the same opportunities as each other to access resources and make a choice in their play.

Early years children are allocated a key worker and staff know their children well. Parents are aware of the key worker system and daily communication between staff and parents is conducted verbally. Staff have built a rapport with the children's parents and they talk together at the end of sessions, exchanging pleasantries and any relevant information about the children. Partnerships with

outside agencies such as class teachers has been established, but is based on a quick exchange of how the child has been that day, with no information exchanged about learning and development. However, as part of the setting's continuous improvement, the manager has devised a form for teachers and key workers to complete showing learning and development observed, plans for the academic term and plans for supporting children's development. They will start using this in the new term.

Staff have not yet had training in equality and diversity, but promote this through children's access to resources that show positive images of diversity. Activities to celebrate a number of diverse festivals throughout the year are part of the setting's planning, with children involved in art and craft activities like Rangoli designs. Management have yet to undertake self-evaluation to identify areas for improvement, but have plans to include parents, staff and children when this process starts.

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

Children have access to an enclosed outdoor area where resources such as skipping ropes, bats, balls of various sizes and scooters are provided to help children enjoy their play whilst out there. Children love being outside and run off energy in the playground areas of the school, supervised by staff that join in the games if invited. During inclement weather children have opportunities for physical activities using a hall. Children move from one room to another, confident to ask staff for toys that have not been put out that day. A children's suggestion box sits on the side in one of the rooms and contains requests from children for 'acting lessons' and a plea to become one of the staff's helpers. This demonstrates the children make the club their own and feel confident to make suggestions for improvement. Settling in procedures are effective as staff talk to parents and teachers at a joint meeting about any new children who are intending to come to the club. Supportive friendships between older and younger children are established in the club and this helps boost children's self-esteem and confidence.

The setting has plans for group activities, based on themes with resources listed as part of the planning. However, even though meaningful observations are made on children's achievements, together with next step notes, these are not used to plan individual activities for children based on their abilities. Child initiated play takes precedence over adult led activities and all children are aware they do not have to join in activities if they prefer to do something else. Children enjoy art and craft sessions and make lion faces from cardboard plates and paints to contribute to the jungle collage on the wall. This is in line with the theme currently being promoted. Children like their lion faces so much they make extras to take home for parents and spend considerable time perfecting their art work.

Children learn about healthy lifestyles as they take part in physical activities each day and tuck into snacks following a weekly menu. This consists of items such as selection of filled sandwiches, beans on toast or pizza. Snacks are followed by fruit and a drink. Parents are aware this is not a main meal, but it staves off children's

hunger until they get home. Children follow a routine of hand washing prior to eating and after using the toilet. Paper towel is provided to dry their hands and this helps prevent the risk of cross infection. Children keep themselves safe following their club rules, which they help to devise. For example, two children came to get staff as they wanted to go into the playground. They knew they were not allowed out there unless supervised.

Children are kind, thoughtful to one another and polite to staff and one another. They are happy, cooperative and take part in a variety of activities during the sessions. Parents spoken to at the inspection said their children do not want to leave to go home when they arrive to collect them. This shows children are happy to be members of Fun Plus.

## 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	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

<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

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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