

Phoenix Fun Club

Inspection report for early years provision

Unique reference number	314146
Inspection date	13/07/2010
Inspector	Kathleen Snowdon

Setting address	Easington Colliery Primary School, Whickham Street, Peterlee, County Durham, SR8 3DJ
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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

Phoenix Fun Club is run by a management committee. It registered in 1999 and operates from two rooms in Easington Colliery Primary School in Easington Colliery, Durham. Children have access to a secure enclosed outdoor play area. The setting is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 14 years. There are currently 90 children on roll, all of whom are under eight years, and of these, five are in the Early Years Foundation Stage. The children on roll go to the host school, though, children from other schools may attend also.

The setting is open from 7.30am to 9am and from 3pm until 6pm during term time. In holiday times it opens from 7.30am to 6pm five days a week; the club closes at 5.30pm on Fridays during term and holiday times. The setting employs four staff, all of whom work directly with the children. Two members of staff hold appropriate qualifications at level 3 in early years and/or play work and two are qualified to level 2. The setting receives advice and training from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff know the interests, needs and abilities of all of the children on roll. This inclusive atmosphere enables children to feel secure, promotes their welfare and helps them to make appropriate progress in their learning and development. Systems of self-evaluation are basic. Nevertheless, recommendations made at the last inspection have been addressed and partnership working is appropriate so there is satisfactory scope for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement.

The effectiveness of leadership and management of the early years provision

All staff have been vetted to determine their suitability to work with children. Staff understand child protection issues and attend training to keep their knowledge up-to-date. They are aware of the signs and symptoms that indicate abuse and they know how to deal with concerns. Thorough risk assessments reduce the likelihood

of accidents. As well as this, staff raise children's awareness of how to keep safe by discussing potential dangers with them, such as talking to strangers and road safety. All essential records and policies are in place. They are readily available for inspection, stored securely on site to protect confidentiality and amended when necessary. The registration and public liability certificates are prominently displayed to allow scrutiny.

Staff have sound links with the host school. This enables them to complement the care and education that the children receive there. Partnerships with parents are satisfactory. Daily discussion with staff and displays of relevant information on the notice board keep parents abreast of their children's experiences and of forthcoming events. Parents have positive views. They describe the club as 'safe and stimulating' and say that staff interact well with the children. They particularly value the interesting range of activities that the children take part in and the fact that staff know individual children so well.

Staff talk to and confer with one another on a daily basis to plan activities and staff rotas, but self-evaluation is limited overall. Although they gather the opinions and views of children, parents and school to help them to assess how effective the service is, there is little evidence at present to show how this information is used to identify strengths and prioritise points for development. Staff understand the requirements of the Early Years Foundation Stage, work hard and undertake ongoing training. Recent courses include safeguarding, food hygiene and first aid.

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

Staff have started to make observations and assessments of the children and use the information to make plans. Although plans are basic, the staff's knowledge of children's interests, starting points and abilities allows them to arrange activities that cover all areas of learning and keep children engaged and interested. This gives children good scope in which to have fun and enjoy themselves, and supports the progress they make towards the early learning goals. The children enjoy attending the club. They describe it as 'fun' and say that painting, playing with their friends and using the games console are the best things about going there. Relationships between the staff and children are good. Staff are interested in and supportive of the children. As a result, children feel valued, safe and secure.

Resources are satisfactory. The children have easy access to a range of developmentally appropriate toys and equipment, so they are able to initiate play of their own accord and make choices. The children use two rooms, both halls and have access to an outdoor play area so they have lots of room in which to move freely and spread out activities. Other factors promote the children's welfare and support their physical development. For example, appetising light meals and snacks, such as beans on toast, sandwiches and fruit, prevent children from becoming hungry. There is a sensible policy for dealing with sick children and consistent routines are in place, like hand washing before eating, which helps to contain the spread of common illnesses.

The children have appropriate opportunities to explore diversity. For example, during the recent World Cup football tournament, they studied flags from the participating countries and extended this to find out about the traditions and cultures associated with them. They do projects about issues, such as poverty, disability and recycling, all of which raises their awareness of important social and environmental issues. The children behave well through the sensible and clear guidance staff offer them. Staff are effective at encouraging boys and girls to take part in the full range of available activities, so children learn to value their individual potential and respect that of others.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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