

Funky Monkey's

Inspection report for early years provision

Unique reference number EY405032
Inspection date 08/06/2010
Inspector Cathryn Parry

Setting address Rowlands Gill Primary School, Dominies Close, ROWLANDS
GILL, Tyne and Wear, NE39 2PP
Telephone number 07740 464005
Email nic.kehoe@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.

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
W: 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

Funky Monkeys is one of two provisions owned by Rowlands Gill under Fives, which is a registered charity and a limited company. It was registered in 2009 and operates from rooms within Rowlands Gill Primary School. The club is situated in the residential area of Rowlands Gill in Tyne and Wear. Children have access to an enclosed outdoor play area. The club is open each weekday from 7.30am to 9am and 3pm to 6pm during term time.

The club is registered to care for a maximum of 40 children between the ages of three years and eight years at any one time, all of whom may be in the early years age group. There are currently 17 children attending in this age group. The club also offers care to children aged over five years to 11 years. This club is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The club currently supports a number of children with special educational needs and/or disabilities. There are six members of staff, three of whom hold appropriate early years qualifications and three are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and her staff offer a warm and friendly welcome to all children and their parents. They are proactive in providing an inclusive environment. There is an interesting range of resources and stimulating experiences offered. This ensures children have ample opportunities to make progress while having fun. Systems for consistently identifying next steps in children's learning are being developed. Links have been established with an early years professional from the local authority and the club has started to complete a quality assurance scheme. Consequently, continuous improvement is effectively maintained.

What steps need to be taken to improve provision further?

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

- develop further the planning of activities and monitoring of children's progress, including consistently identifying the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The majority of staff have attended safeguarding training and demonstrate a clear understanding of associated issues. This results in children being well protected. Risk assessments take place on a daily basis, which effectively reduces the chance of accidental injury. A robust recruitment procedure ensures staff who are suitably vetted, qualified and experienced are employed. The manager shows a commitment to the professional development of her team encouraging training in

all areas. Resources are stored at the children's height to promote free choice and independence.

Good relationships have been developed with parents. Children have a key person who is very approachable and speaks to parents on a daily basis to ensure they are aware of the experiences their children have enjoyed. This enables them to continue their learning at home through highlighted activities. They are encouraged to be involved in the club's activities. An example of this is where one mother is visiting the club to show the children how to make chocolate. The staff evidently liaise with other professionals to ensure children's individual needs are met, including attending any support meetings. Good links have been formed with other practitioners where children receive care and education in more than one setting. This has a positive impact on continuity and cohesion.

The manager and her team clearly evaluate the service they provide. They gain feedback from the parents and children to give them a broader view of the learning and development opportunities offered. A children's committee is in place which meets regularly to review the way the club operates. This has resulted in new ideas for activities being developed. Consequently, children feel empowered and have a sense of ownership of the club.

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

Staff show a clear understanding of the Early Years Foundation Stage and implement it well. They interact with children in a positive way, which supports and develops their knowledge and understanding in all areas of their learning. Good behaviour management strategies are implemented where staff take into consideration children's individual personalities, age and maturity. This is complemented by children developing their own club rules. Consequently, they are starting to take responsibility for their words and actions. A sensitive understanding of the wider community is nurtured through a variety of activities and related resources. Children enjoy their time at the club and are eager to participate in the variety of activities provided. Staff are enthusiastic and activities are undertaken with a sense of fun. Children benefit from a flexible routine including a balance of child-centred and adult-led activities. A variety of creative experiences promote children's self-expression and gives them opportunities to learn new skills, including participating in cross stitch and knitting activities. They use information and communication technology to support their learning, for example, when using the computer and interactive resources. Children's communication skills are fostered well, resulting in competent speakers and listeners. They gain confidence when using number as they score for games. Imaginatively planned activities inspire children. An example of this is where a World War Two veteran visited and showed the children games from the past. Staff plan activities with the children taking into account their interests and capabilities. They have developed individual books for each child, which contain photographs and observations linked to the areas of learning. The next steps in children's learning are not consistently identified. This has a slightly negative impact on planning activities and monitoring children's progress.

Children are welcomed into clean and well kept premises where they have ample space to play. They experience good levels of supervision and appropriate safety equipment is in place to ensure hazards are reduced. Children's knowledge about personal safety is encouraged by gentle reminders from staff not to rock on the chair, regular fire drill practices and the opportunity to bring their bicycles in to learn how to ride them safely. This positively contributes to children developing a sense of danger and how to keep themselves safe. The staff have a good understanding of how to achieve a balance between freedom and setting safe limits. This results in children taking responsibility for their own actions through appropriate challenges, including climbing trees in the outdoor area. They are able to rest and play quietly according to their individual needs and have regular opportunities to take part in physical play activities, both indoors and outdoors. They are encouraged to enjoy nutritious snacks and meals. Children have a growing awareness of healthy food options, which is fostered through positive, appropriate discussions with the staff, activities and projects. An example of this is where they tasted exotic fruits and made fruit salad. They are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. Comprehensive policies, good relationships with parents and relevant training ensure individual children are cared for well should they become ill, reducing the risk of cross infection. All relevant documentation with regard to health, including specific dietary needs and consent forms, are in place and up to date. These positively safeguard children's well-being.

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	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

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

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

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