

Fabulous Fun Club

Inspection report for early years provision

Unique reference number

EY243049

Inspection date

15/07/2010

Inspector

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Setting address

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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

Fabulous Fun Club opened in 2003. It operates from the community room, the hall and the outside play areas at Uphill Primary School, North Somerset. There is a cloakroom area and toilet block directly next to the community room for the children to use. The after school club opens four days a week during term time, from 3pm to 5.45pm. There are currently 44 children from four years to 11 years on roll. There are four members of staff who work directly with the children. Three have appropriate National Vocational Qualifications at level 3 and the other member of staff holds a qualification at level 2. There is also an administrator employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The Fabulous Fun Club is an inclusive provision that satisfactorily meets the needs of children who attend the after school club. Partnerships with parents and carers are good and closer links with the Reception class of the primary school will further assist with planning activities to extend children's learning. Safeguarding arrangements are satisfactory and children are well cared for. Behaviour and social relationships are good. The requirements of the Early Years Foundation Stage are met. The settings capacity for improvement is satisfactory and it has been recognised that, because of staff changes, additional training regarding the Early Years Foundation Stage would be beneficial.

What steps need to be taken to improve provision further?

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

- ensure that staff's knowledge of the Early Years Foundation Stage is up to date so that the planned educational programme consistently links to the early learning goals
- develop further the links with the primary school to fully support continuity in children's learning.

The effectiveness of leadership and management of the early years provision

The club runs smoothly on a daily basis and staff work as an effective team ensuring that children receive a high standard of care and are able to experience a range of activities. Arrangements to ensure the safeguarding of children are satisfactory and are part of the induction process for new staff. Recruitment and vetting procedures for staff are appropriate. Children are collected from the Reception class by staff and brought to the club. They are collected at various times from the club, some children only staying for half an hour. Adults collecting children are known to staff and have to sign their children out when collecting

them.

A new manager started at the setting in September 2009 and over the last year has undertaken a thorough review of the provision. There is a commitment and willingness to improve and to undertake further training to achieve this. All policies and procedures have been reviewed and staff now have to sign to say that they have read them. The recommendations from the previous inspection have been met, regular fire drills are recorded and there is a clear complaints procedure in place. Self-evaluation is realistic and includes the views of parents and other stakeholders about future areas for improvement. It has clearly identified priorities such as, the need for additional training for staff on the Early Years Foundation Stage to improve the planning of activities and for a member of staff to undertake special educational needs training. Staff work hard to ensure that all children have equal opportunities and that there is no discrimination.

Activities such as visits to the local park or beach are particularly enjoyed by children. They are more difficult to organise because children attend the club for different lengths of time. Learning diaries record the activities children take part in and are linked to the early learning goals. However, although the after school club is located within the primary school, links are currently not sufficiently developed to enable sharing of information so that the club can extend children's learning. For example, liaison with the Reception class so that specific activities can be provided to further develop areas of learning such as numeracy skills. Links with parents are good and information in the learning diaries is shared with them.

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

It is evident that children enjoy coming to the club. They are allowed a 'chill time' when they first arrive which includes talking to friends or watching a programme on the television. The well established routine of snack time helps children to develop good social relationships, develop their communication skills and enjoy the range of healthy food provided. Basic hygiene routines are followed without prompting for older children and younger ones are reminded of the need to wash their hands before eating food. There are appropriate arrangements to ensure the health and safety of children. Staff hold the required first aid qualifications and daily risk assessments make sure that the environment is free from hazards.

Children's birthdays are celebrated and social relationships and behaviour are good. There is good peer support for younger children and they are able to work collaboratively together despite age differences. A range of creative activities are provided for children. On the evening of the inspection children were enjoying using coloured stones and different settings to make items such as, butterflies and teddy bears. The outdoor area and equipment give children the opportunity to let off steam and take part in physical activities. There are quiet areas for children who do not want to participate in more active pursuits. This space also gives children the opportunity to complete homework if they are staying for the whole session. Staff are on hand to support children and there is a good balance between adult led and child initiated activities.

Children are involved in making choices about the activities they would like that appeal to both boys and girls. They have drawn up their own set of rules for the after school club. They take responsibility for setting out and preparing the daily snack and generally tidying away at the end of sessions. Children are aware of the need to play safely and also the rules for outdoor play. They respond well when given instructions by staff. Because children are developing positive and responsible attitudes and good social skills they are being appropriately prepared for their futures.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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