

Fundayz

Inspection report for early years provision

Unique reference number

EY404468

Inspection date

13/09/2010

Inspector

Judith Kerr

Setting address

Alt Primary School, Alt Lane, OLDHAM, OL8 2EL

Telephone number

0161 770 3155

Email

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 assesses 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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

Fundayz out of school club was registered in 2009. The out of school club is privately owned and managed and operates from one room within Alt Lane Primary School in the Lees area of Oldham. The out of school club serves the local area and has links with the school. There is an enclosed outdoor play area.

A maximum of 24 children may attend the setting at any one time. There are currently three children attending who are within the early years age range. The group is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The group is open from 7.30am to 9.00am and from 3.00pm to 6.00pm Monday to Friday during term time and 8am to 5.30pm during school holidays.

The group has procedures in place to support children with special educational needs and/or disabilities and who speak English as an additional language.

There are two members of staff. One of these, the manager, holds an appropriate early years qualifications to Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff provide a welcoming and friendly environment where all children are valued and included. The staff have not yet developed systems to observe children and help them to make progress towards the early learning goals. Policies which are required to support the daily operation of the club are in place but not all procedures and qualifications meet requirements. Agreeable working relationships with parents and others are developed to promote consistency and continuity for children. Strategies to evaluate their practice have not yet been implemented.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- request written permission from parents to the seeking of any necessary emergency medical advice or treatment in the future (W1.1 Safeguarding and promoting children's welfare) 18/09/2010
- promote the good health of children by ensuring there is at least one member of staff on the premises at all 30/10/2010

times who holds a current paediatric first aid certificate (W1.2 Safeguarding and promoting children's welfare) (CR1 also applies to the childcare and voluntary Childcare Register)

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (W4 Organisation).

30/11/2010

To improve the early years provision the registered person should:

- maintain a record of all visitors to the premises with details of arrival and departure times
- implement procedures to check the ongoing suitability of staff.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a suitable understanding of safeguarding procedures to ensure children are protected from harm. They can identify possible indicators of abuse and are aware of their responsibilities to ensure any concerns are handled promptly and reported to the relevant agencies. Appropriate risk assessments are in place to enable children to play and learn in safe indoor and outdoor environments. However, although the premises are secure, a record of visitors to the premises is not consistently maintained. Parental consent to seek emergency medical advice or treatment is not requested and there is no member of staff with a valid first aid certificate who can administer the appropriate care in the event of an accident. These are both requirements in regulations. Adequate systems are followed to make sure new staff are suitable for their role in caring for children. Conversely, there are no procedures to check that once appointed, the staff continue to remain suitable.

There are no self-assessment systems to monitor the quality of the provision and identify areas for development. Written policies and procedures are shared with parents during admission meetings. These help to promote good working relationships and a shared understanding from an early stage. Positive relationships with children's key workers and daily discussions benefit children, staff and parents. Staff provide an inclusive and welcoming environment where the individuality of each child is recognised. Parents are involved in children's ongoing learning, such as, identifying starting points. Appropriate systems to share information with other professionals contribute to seamless experiences for children.

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

The staff fail to show a sound understanding of the Early Years Foundation Stage and the need to provide activities and experiences to support and extend children's learning and development. Consequently, there are no systems in place in relation to planning and assessment for individual children. Their achievements are not monitored in any way to help track their progress towards the early learning goals.

Sessions are organised to provide children with a balance of child-led activities and adult-directed play. Positive and caring relationships exist between the staff and children. As a result, children are settled and confident; they happily share information about their day and family events. The staff know each child and are able to respond to their individual care needs. Children confidently make their own choices from the suitable range of resources. These are accessible and organised, which enables children to develop confidence and independence as they learn to make their own decisions.

The children explore with creative, sensory materials, such as, glue, glitter, chalk, cotton wool and paint, which makes learning fun. Activities, such as, climbing, balancing and manoeuvring the wheeled toys develop coordination. The children further develop their physical skills as they confidently handle small tools, such as, glue sticks and paint brushes. Resources, such as, dressing up clothes and books help children to understand the wider world in which they live and increase their awareness of diversity. Staff recognise the importance of using children's home language to help them settle, feel included and valued.

Children behave well, know what is expected of them and are polite and courteous; they respond to staff instructions when required. Snack times are social occasions where they sit round the table, talk to their friends and share their news. Fresh drinking water is available at all times. Clear routines, such as, hand washing before eating, are promoted to minimise the risks of cross-infection. Children learn about safety through discussion and practical activities which contributes to them feeling safe and secure. For example, they practise the evacuation procedure to ensure they know what to do in the event of a fire.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
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	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report(CR1). 30/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above in the early years section of the report(CR1). 30/10/2010