

# Funtastic Club

Inspection report for early years provision

---

<b>Unique reference number</b>	EY342277
<b>Inspection date</b>	14/12/2009
<b>Inspector</b>	Jackie Cousins

<b>Setting address</b>	Wigmore Primary School, Twyford Drive, LUTON, LU2 9TB
------------------------	---

<b>Telephone number</b>	07964540067
<b>Email</b>	beryl.sands@ntlworld.com
<b>Type of setting</b>	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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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

Funtastic Club operates from Wigmore Primary School, Luton. It has use of two rooms on the school site as well as the main school hall and outdoor play areas. Funtastic Club was registered in January 2007. It is on the Early Years Register, voluntary and compulsory part of the Childcare Register. It can take a maximum of 32 children from four years to under eight years of age at any one time. A few places are also offered to children over the registration age range. Children attend a variety of sessions each week and there are currently 55 children on roll in total with six of them in the Early Years Foundation Stage. Sessions are offered each weekday during term-time from 8.00am to 8.45am and from 3.25pm to 6.00pm. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. Accommodation is suitable for children with disabilities because it is mostly at ground level and the setting is planning to add a ramp in the near future to allow children to get up the small number of steps to the main rooms. There are eight staff who work with the children, including the manager. All except one have a Level 2 or Level 3 childcare qualification. The setting works in partnership with the local authority and Wigmore Primary School.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Funtastic Club meets the needs of the early years children successfully. They achieve well because staff have good levels of expertise to work with young children. The children are kept safe effectively due to nearly all welfare requirements being met. Children from different circumstances and capabilities are involved well in sessions because the after-school club is led effectively. Its capacity to improve in the future is good because self-evaluation is used successfully.

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

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

- ensure at least one person has a current first aid certificate (Promoting good health). 14/02/2010

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

- ensure weekly planning sets out specific learning objectives so that staff and children are clear about what skills they are expected to use in each activity, especially with regard to mathematical development
- ensure records are kept effective of strengths and areas for development so that all staff are fully aware which areas of learning are being developed

- enhance children's engagement with the local and wider community so that they are clearer about how they can contribute to it.

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

Good management mean children's care and welfare are given a great deal of importance. The children are safeguarded well because effective policies are in place. Staff have received thorough child protection training. Recent training has enabled the after-school staff to work even more closely with other agencies. All the necessary checks are carried out on all members of staff. The setting engages well with parents and carers. The parents spoken to said that they were happy with the provision at the after-school club. Good use is made of a survey completed by a significant proportion of parents last year. Self-evaluation is good and senior staff are clear about ways to improve the provision. Significant improvements since the last inspection include the effective way fire drills are logged and carried out for the breakfast and after-school club. At present the after-school club has not recorded its self-evaluation findings formally. This means not everyone is clear about which areas of learning are strong and those being developed this year.

Children achieve well because staff successfully develop key skills. For example, children have many rich opportunities to develop their writing and painting skills because of good use of practical teaching methods. Equal opportunities and diversity are well provided for because staff work rigorously to ensure all children are supported carefully. Children who speak English as an additional language are guided thoughtfully because knowledge of the child's home language and staff assessments are used systematically.

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

Children progress well in their learning because resources are used effectively. For example, the boys' and girls' creative skills improve well when they make Christmas cards using a wide variety of materials. Good use of time at the after-school club allows children to improve their upper and lower body control productively. For instance, children learn to direct a ping pong ball successfully. Once or twice this term weekly planning does not consistently set specific learning intentions for different groups of children. Few learning activities focus in detail on the development of mathematical skills. This means that staff and children are not fully aware of which skills they are expected to use.

The children learn effectively about healthy eating because they are offered a wide variety of fruit snack times. Children enjoy a drink with their snack and can have a drink when ever they want one because a jug of water and cups are made freely available. Children develop their independence methodically due to the fact that staff organise them well and so they learn to wash up their own cup and plate after snack time. They cooperate successfully because staff manage them suitably.

Children make a satisfactory contribution to the community. For example, the older children thoughtfully look after the younger ones at the after-school club. Children develop their understanding of other cultures productively because festivals are regularly celebrated, for example, children enjoy creating Rangoli patterns. The setting does not fully engage with the local and wider community. This means that children do not have a deep understanding of ways that they can contribute to it. Children behave satisfactorily and concentrate effectively due of the sound levels of guidance given by staff.

The children are happy at the after-school club and say they feel safe. Children are kept safe effectively due to the use of thoughtfully written policies. They handle equipment with care because staff monitor them consistently. Children's welfare needs are met effectively. Occasional accidents are handled carefully because accident records are kept methodically and shared with parents successfully. No member of staff has an up to date first aid certificate to prove that they have attended a course. Most staff first aid qualifications ran out in June this year. One member of staff is waiting for their certificate to arrive and one is booked onto a course in the near future. Risk assessments are carried out and recorded efficiently so that ways to minimise risks are carefully thought out. Due to their suitably developed social and well promoted key skills they are successfully prepared for the next stage of education.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	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

<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	3
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](http://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 in the early years section of the report (Qualifications and training) 14/02/2010

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 in the early years section of the report (Qualifications and training) 14/02/2010