

# Neat Fun Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY411262
<b>Inspection date</b>	12/01/2011
<b>Inspector</b>	Jennie Lenton

<b>Setting address</b>	Nursery Avenue, Stockton Brook, STOKE-ON-TRENT, ST9 9NY
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<b>Type of setting</b>	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**

The Neat Fun Club registered in 2010 and operates from Greenways Primary School in Stockton Brook, Stoke-on-Trent. The setting is open Monday to Friday throughout the year. A holiday club runs from 7.30am until 6.30pm while at term time, a breakfast club operates from 7.30am until 9.00am with after school care from 3.30pm until 6.30pm.

The setting is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare register. A maximum of 64 children under eight years may attend the setting at any one time. Children up to the age of 12 may also attend. Currently there are 28 children on roll, seven of whom are in the early years age range.

Five members of staff work with the children. All staff are qualified to National Vocational Qualification Level 3 and the manager has a Foundation Degree in Early Years study. The setting's provider has also achieved Early Years Professional Status (EYPS).

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children have fun in this vibrant setting. They enjoy the freedom to self-select from a range of activities which support and develop their learning. Staff play alongside them and provide a range of adult-led activities to enhance their experience. They work positively with parents, getting to know each child's requirements and individual character. All policies and procedures are in place to safeguard children and all future targets are aimed at improving the provision further.

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

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

- develop a system to track and monitor children's progress towards the early learning goals
- increase opportunities to use the outdoor provision.

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

All staff are clear about their roles and responsibilities in relation to safeguarding. A clear written policy is in place which includes all relevant details to ensure prompt referral to relevant agencies and all staff have undertaken specialised training in this area. Full risk assessments are in place to ensure the suitability of the setting and staff undertake daily checks to ensure safety is not compromised.

Sensible rules, devised by the children, are in place to further promote safety. Children know to use equipment carefully and follow instruction to keep active play to one area of the hall to prevent accidental harm to others.

The provider displays a high level of commitment to nurturing and supporting her staff. A full induction programme is in place to ensure new staff are quickly up to speed with key policies and procedures and all staff are encouraged to access regular training. All staff display genuine enthusiasm for working with children and take a professional approach to childcare. All policies and procedures are in place as required and these are regularly reviewed to ensure they are up to date with current legislation.

There is an inclusive approach, as staff ensure all children are treated with equal concern. Staff work alongside parents to meet children's individual needs and to help resolve any problems. For example; behavioural issues are discussed and a sensitive approach taken to help children through any difficult times. Parents report that they are very pleased with the care provided, commenting on the friendliness of staff and their willingness to 'go the extra mile'.

Most strengths and weaknesses of the provision have been identified and plans for future improvement are targeted towards enhancing children's experiences. Parents opinions and children's views are fed into the evaluation and acted upon. For instance, mealtimes are brought forward following parental feedback. Staff make time to talk with parents on a daily basis, passing on any messages from school and dealing with any issues or concerns. All relevant information is promptly shared to ensure children's welfare. For instance, accident records are signed by parents on the same day to ensure that children receive continuity of care.

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

Children behave well. Their 'our rules' poster is displayed in the setting, giving them a sense of ownership and personal responsibility. Positive reinforcement also encourages good behaviour. Children work in teams to climb 'the ladder' of achievement in order to determine what new equipment is purchased. They also take pride in receiving 'the star award' or being the tea monitor. Staff deal with any unwanted behaviour in a calm and age-appropriate manner, ensuring children are given time to calm down and re-consider their behaviour.

Health is generally well promoted. Children go to the toilets independently and wash their hands before snack times. Staff use anti-bacterial solution to ensure surfaces are clean and prepare food with regard to food hygiene procedures. Children enjoy healthy options, helping themselves to salad and dips, fresh fruit and drinks of water. At breakfast club they enjoy a range of cereals, yogurts and croissants, with fruit juices and milk. The setting has access to the school playground and the adjacent school field. Children enjoy games of football and using a range of equipment, thus developing their physical skills. However, in the winter months, access to the outside provision is limited. Staff make provision for active play within the hall, but opportunities to use the playground at the start of

the session have not been fully explored.

Children make good progress as they are provided with a wide range of toys and resources that meet their learning and development needs. They have plenty of opportunities to engage in free play, selecting books, construction toys and board games. Staff willingly provide resources to meet children's changing interests. For instance, they get old curtains and other materials to help them build dens. A range of adult-led activities are also provided. A cookery club, sports club and craft club run during the week. As a result, children are developing new skills in a number of areas.

Staff also work with reception teachers at the school to identify any learning needs for children within the early years age range. Children are supported in reaching any identified targets through one-to-one support or group activities as needed. Staff make observations of children's achievements and record these in their individual files. A system to track their development towards the early learning goals is not yet in place. Children's views are highly valued in determining the activities that are on offer. A white-board is used at the end of a session to record what activities have been enjoyed and what children would like to do the following day. These suggestions and evaluations are fed into planning alongside any identified target activities. Consequently, children are always engaged in play that interests and stimulates them.

## 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

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### 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	2
The extent to which children develop skills for the future	2

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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