

# Fundayz @ Wellgate

Inspection report for early years provision

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**Unique reference number** EY416256  
**Inspection date** 26/01/2011  
**Inspector** Yvonne Layton

**Setting address** Wellgate Primary School, George Street, Mapplewell,  
Barnsley, S75 6HR

**Telephone number** 07716858990

**Email**

**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**

Fundayz @ Wellgate registered in 2010 under new ownership at Wellgate Primary School in Barnsley. It is a privately owned provision and the owner has another out of school club in the Barnsley area. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 24 children. They offer before and after school care to children aged four to 14 years. Currently 45 children attend the club. There are seven children attending who are within the Early Years Foundation Stage. The club mainly serves children who attend the school. Children have access to the school hall, classrooms and large safely enclosed outdoor play space. The setting is open 7.30am to 9am and 3pm to 6pm, Monday to Friday during term time only. The club supports children with special educational needs and/or disabilities.

Three staff are employed to work with the children. All hold appropriate early years qualifications at Level 2 or 3. One staff member has Early Years Professional Status and the owner is working towards Professional Status qualification. The club receives support from the Pre-school Learning Alliance and local authority early childhood services.

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

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage are happy, fully included and involved in the club. Staff have a good knowledge of all aspects of the Early Years Foundation Stage and how children develop and learn through play. Secure partnerships between parents and other agencies ensure individual children's needs are met and their protection assured. Extremely proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting. There is an excellent capacity to make continuous improvement and sustain its existing very high standards.

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

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

- consolidate children's social skills by reviewing the practice of placing food directly onto the table at snack time and consider creating a comfortable area where they can relax and chat
- enable further children to use their imagination in art and design by increasing free-choice collage resources.

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

Children are well protected as there are clear, detailed safeguarding children procedures and staff have effective understanding of their responsibilities in protecting children. They are protected as the staff are vigilant in monitoring the movements of children and other users within secure school premises. Detailed risk assessments, comprehensive policies, procedures and records are in place and carefully maintained.

The main ethos of the club is that children feel a sense of belonging and ownership which is excellently supported by staff. They are proactively involved and consulted in most of the decisions about the club. Play is purposeful and the learning environment strongly encourages children to engage, explore and experiment. Children's learning is promoted very well as the staff have good knowledge and detailed systems in place to make sure all areas of learning are addressed. All planned activities are linked to aspects of the areas of learning and evaluated by the children and staff. The evaluation forms are in a file from which children can select activities and are used to inform the planning. Individual 'Learning Journeys' contain information about children's likes, dislikes and family. Personalised activity evaluations are used to record individual progress, including next steps. Throughout the setting there are cards with information about the stages of learning. These are used by staff as reminders and also discussed with the children. Children readily self-select resources and child-led play is a major focus with staff being skilled in supporting and enabling children to learn through their own experimentation and exploration.

Inclusive practice and equality policies are well implemented. Each child's individual needs and culture is recognised, supported and celebrated. The secure liaison with parents and carers contributes to improvements in children's achievement, wellbeing and development. To ensure their welfare and learning needs are met, staff gather valuable information from parents. Parents have access to the group's policies and procedures. There is information relating to the Early Years Framework throughout the setting and parents are able to view their child's files. Their opinions are sought and actively responded to. Links with the school, other services and agencies are effective with two-way working partnerships.

Children's wellbeing is significantly enhanced due to the exceptional organisation of this setting. This is due to the passion of the manager and her valuing and respecting her excellent staff team. Children's learning and welfare is strongly promoted as there is an extremely proactive ethos to evaluate all aspects of the provision by all staff, children and parents. There is continual reflection using a wide range of monitoring systems.

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

Children are very confident and settled in the club. They have a very strong sense of belonging and make an excellent positive contribution. This includes, electing children's deputies who are spokespeople for them with each other and staff. There is a children's noticeboard which includes a rich range of information such as who the deputies are and records of risk assessments which children are involved in completing. They have a suggestion box and, alongside, staff and parents are encouraged to complete 'concern' forms which are actively responded to. Children devise the 'Golden Rules' of expected behaviour and readily help and support each other. They receive a raffle ticket for positive actions and behaviour. The raffle is drawn every week with a 'prize' for the winner. Children are independent as they devise their own games and prepare some of their snacks and teas. However, social skills are not fully enriched as currently they do not have a comfortable area where they can rest and chat to friends and although tables are clean some food is sometimes placed directly on the table.

Staff are very skilled at encouraging children's critical thinking as they present challenging questions, giving them ideas to extend their learning. They are very warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted extremely well as staff and children hold detailed conversations about their experiences, family and lives. Imaginative play is rich with children acting out events from school, home and from the club.

Children learn to respect their own and others' culture and gain a sense of self through activities and creative projects. For example, through celebrations such as Chinese New Year, they make lanterns and research which other cultures celebrate with lanterns and what they do. Children learn about the world around them as they complete a picture book of different homes. They develop social awareness as they discuss homelessness after finding a picture of people living in a cardboard box. As well as learning about and talking about personal emotions they talk about different races and any preconceived ideas they have heard about different people.

Children learn about nature as they paint a rock to make an animal and bake animal biscuits. They investigate where animals live and create animal dens. This is extended as they make dens for themselves. A rich range of activities, such as boat-making from recycled items, paper plane making, cooking and food tasting cultural and unusual foods such as pickled onions, helps to enhance their experiences.

Children have opportunities to undertake a wide variety of creative activities both planned and self-selected. Free expression in craft is encouraged with staff supporting children to express themselves in art. Free-choice collage resources are mainly limited to specialist collage items, therefore, children's experiences are not fully extended as they do not use natural, recycled or home based resources such as wool, sweet foils, pasta etc. Children have opportunity to experience a range of technology including using the computer.

Physical skills and confidence are enhanced as the children enjoy free flow outside play. They spontaneously play games such as football and look for play ideas from activity cards. Throughout the children's experiences, a very wide range of food and body awareness activities and discussions alert children to healthy eating and self-care.

## 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	1

### 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	1
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	1
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	1
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