

Fun 4 Kidz - Farnborough Road

Inspection report for early years provision

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Inspector

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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

Fun 4 Kidz – Farnborough Road was registered in July 2003 and operates from Farnborough Road School, Southport, Merseyside. It is one of six out of school clubs operated by a registered charity. The organisation also runs a mobile crèche. Children have access to an outdoor play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children from four years to under eight years may attend the setting at any one time. The setting also takes children up to age 13. There are currently 112 children on roll. Of these, 35 are under eight years and 15 are within the early years age range. The setting supports children with special educational needs and/or disabilities. The setting operates each weekday from 7.45am to 9am and from 3.10pm to 6pm during term time and each week day from 8.30am to 6pm during school holidays.

There are 10 members of staff, of which nine hold early years and/or play work qualifications. Of these, three are qualified at level 3, and six are qualified at level 2 and working towards level 3. The setting receives support from the local authority and is a member of 4Children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Fun 4 Kidz provides an inclusive and welcoming environment where staff know children well and respect their individuality. As a result, children's needs are met well and they make good progress towards the early learning goals. Children's care, welfare and learning and development are effectively promoted as a result of effective team working. Partnerships with parents and carers are positive. Excellent partnership working, including close working with early years professionals within the school, complements the delivery of the Early Years Foundation Stage. Effective systems for self-evaluation are in place demonstrating the setting's good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the sharing of information with parents by ensuring a consistent approach is adopted in relation to the signing of records of attendance and accident records.

The effectiveness of leadership and management of the early years provision

Secure recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children; evidence of Criminal Record Bureau checks is

available at all times. Comprehensive safeguarding policies and procedures are in place and implemented to ensure children's welfare. Required documentation, such as a register and accident records, are maintained to promote the safe and efficient management of the club and meet the legal requirements. However staff do not always ensure that these records are consistently signed by parents and carers, which is the practice of the group. There is a high ratio of qualified staff to children employed within the club. The environment is bright and airy. The main playroom is set out into different play areas, including a quiet area for reading and homework. Staff are committed to their role and ongoing professional development and they access training and development events. Systems to promote children's safety include policies and procedures, safe practices, thorough risk assessments and daily checks of the areas used. Staff are aware of children's whereabouts at all times whether in or outdoors.

The current manager effectively evaluates recent developments, and together with the registered individual and staff, identifies the club's action plan. The manager drives improvement and embeds ambition, exemplified in excellent partnership working and training and development opportunities. As well as this, the way recommendations from the last inspection have been addressed, clearly demonstrates the club's good capacity for continuous improvement. Staff develop a good partnership with parents and carers. Information is exchanged through a parent's notice board, written information about the setting, a comments book and a suggestion box. As well as this, parents have discussions with staff and access their child's developmental record. Staff obtain information about children's abilities, interests, likes and dislikes, enabling them to plan appropriate activities and opportunities. Outstanding systems for liaising closely with early years professionals within the host school significantly enhance children's learning and development. This shows the commitment adults have to the care, education and welfare of the children.

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

Staff have a clear understanding of the Early Years Foundation Stage and use this knowledge to provide children with good play experiences. The effective key worker system ensures children feel safe and secure. As a result, they make good progress in their learning and development. Children arrive happy and eager to participate in the wide variety of activities and opportunities on offer. They make decisions about their play, participating in planned activities and using a wide range of good quality resources. They confidently make decisions about their play and are becoming active learners. Planning includes some adult-led activities, such as craft, but is flexible and centred around children's interests and choices. Children freely move around the environment and are encouraged to develop awareness of their own safety, for example, they are reminded about the safe use of tools and equipment. Staff undertake observations and assessments, which are linked to the areas of learning. They meet regularly with early years professionals involved in the care and education of children and discuss planning to create a consistent approach. Children independently select activities and their behaviour is good.

Snack times are social occasions where children from different classes, schools and age groups sit together and converse. This helps children to communicate effectively. They negotiate and make suggestions during play, for example, taking turns playing pool and using the games console. They have opportunities to write and make marks and they look at books so their literacy skills are promoted. Creative skills are developing, exemplified when they produce unique and individual pieces, like creative pompoms and 'grass heads', and when they get involved in 'talent show' productions. Children enjoy appetising snacks, which promote healthy eating. A clear sick child policy and effective hygiene practices, like staff and children wearing gloves when serving food, promotes effective health and hygiene procedures. Outdoor play promotes children's welfare and physical development. All children have equal access to all opportunities and resources. As a result, inclusion is positively promoted. Children make a positive contribution to the club by making decisions about activities, menus and new resources, which clearly supports the development of their skills for the future.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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