

Fun For Kids Limited

Inspection report for early years provision

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Inspection date

03/02/2011

Inspector

Deborah Sanders

Setting address

Binley Woods County Primary School, Coombe Drive, Binley Woods, Coventry, West Midlands, CV3 2QU

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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.

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

Fun for Kids Out of School Care is one of three settings run by Fun For Kids Ltd. It opened in 2005 and operates from a temporary building in the grounds of Binley Woods Primary School in the village of Binley Woods on the outskirts of Rugby, Warwickshire. Children have shared access to an enclosed outdoor area. The club serves children and families from the local area.

A maximum of 24 children from four to under eight years may attend the club at any one time. There are currently 35 children on roll, of whom one is within the early years age group. The club also provides care for children from 8 to 11 years. It opens Monday to Friday from 8am to 8.55am and 3.30pm to 6pm, during school term times. Children attend for a variety of the sessions on offer. The club is able to support children with special educational needs and/or disabilities and children who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. Of these, only the manager holds a level 3 qualification in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with staff, who have created a happy and warm environment in which children feel safe and well cared for. Staff have an adequate knowledge of the Early Years Foundation Stage. However, not all staff qualifications meet the requirements due to recent staffing changes. Staff work together to provide an adequate range of age appropriate activities that meet children's individual development needs. Children's safety is satisfactory, although not all hazards identified by risk assessments have been minimised. While the club shows a satisfactory capacity to improve, processes for self-evaluation are not yet fully developed.

What steps need to be taken to improve provision further?

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

- ensure half of all staff hold a full and relevant level 2 qualification (as defined by the Children's Workforce Development Council (CWDC) (Suitable people) (also applies to both parts of the Childcare Register) 17/02/2011
- improve risk assessments to ensure they cover anything with which a child may come into contact and show how these hazards will be minimised; this specifically refers to the storage of high stools. 17/02/2011

(Suitable premises, environment and equipment).

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

- extend systems for continued self-evaluation to support quality, extend practice and improve outcomes for children
- maintain a regular two-way flow of information with parents, this specifically relates to increasing their awareness and understanding about the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Children use an appropriate range of toys and equipment which are safe and suitable and staff ensure that these are deployed effectively. Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly, should they be concerned about a child in their care. Risk assessments are carried out regularly and daily checks ensure that the environment is suitable. However, the high stools that are shared with the youth club have been identified as a risk but not made safe, which potentially compromises the ongoing safety of the children. There is a satisfactory recruitment policy in place which ensures all those working with children are suitable to do so and there are individual staff files that contain employment history. On the day of the inspection the club had only one qualified member of staff. The deputy who held an appropriate level 3 qualification recently left at short notice. Consequently, the specific legal requirement that half of all staff must hold a full and relevant qualification at level 2 has not been met. This compromising children's welfare as they are not cared for by trained and knowledgeable staff.

Staff have a basic understanding of the Early years Foundation Stage and therefore children's progress towards the early learning goals is generally supported though the use of a key worker system. Children's progress is monitored by the use of planning tools and informal observations. The manager has developed a self-assessment process but it is linked to the two other settings she currently manages and is not sufficiently unique to this club. However, some strengths and weakness have been identified but little action has been taken to implement improvement and parents are not fully involved in the quality monitoring process. Staff are motivated to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Children are asked for their opinions and a suggestion box is made available to collect children's views. All previous recommendations from the last inspection have been fully implemented.

The manager is beginning to work more closely with the host school and now attends some assemblies where children are presented with certificates for good behaviour and their creative work is shared with the rest of the school. Consequently, this has had a positive impact on the continuity of care for the children. A positive equality and diversity policy ensures there is a commitment to

promoting inclusive practice within the club and all children are welcome regardless of their background. Parents are welcomed and feel relaxed and comfortable within the club. During the inspection parents commented on how their children love coming to the club and usually did not want to leave. They also said that they were happy with the care and support their children receive. There is a large notice board available for parents, which displays all the relevant documents; for example first aid certificates, the registration certificates, public liability insurance, and the daily menu for morning and afternoon snacks. However, although policy and procedure documents are available for parents to view on demand, staff have limited information about the Early Years Foundation Stage framework to hand. This impacts on their understanding of the activities children enjoy and the progress they make at the club.

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

Children settle well into this friendly environment. Staff offer the appropriate level of support through a balance of adult-led and child-focused activities. Children enjoy working in groups, for example, when taking part in the cornflour and water activity. They put their hands into the large bowls full of 'gloop' and watch the consistency change from liquid to solid. They discuss between themselves the reasons why it behaves like it does and encourage each other to put their hands in the bowl and feel it squirt through their fingers. Children show respect for others as they queue up and wait patiently for their turn.

Children interact positively with their peers and are keen to share their ideas and news with each other. For example, during registration children have the opportunity to give their news to the club. Children have to be reminded by staff to listen to others and to put their hand up if they want to ask a question. This enables the younger children to take their time and express themselves without interruption. Children chat and laugh between themselves and become quite excited as they share their news, such as getting a new dog. This causes a flurry of discussion about what type of dog it is, how old it is and where it came from. A group of children decide to set up a cafe and encourage others to join in their role play. They successfully manage to book tables by giving out numbers and then take orders using real menus. Moments later they return with their orders, wipe down the tables and leaving the bill. Through this activity, children are showing that they are acquiring important skills, such as problem solving, literacy skills, working well together and following a clear routine.

Children are developing their mark-making skills with a range of writing materials available to them. They have a good range of craft activities to choose from and can make free choices about what they would like to play with. Children are developing their independence through tasks, such as helping to hand out the snacks and helping to clear away after snack time. Their mathematical skills are tested when they play board games, like the regular bingo session at the end of the day. During music sessions children access a range of dressing up clothing, which they use to make up their own dance routines and then put on a show for the rest of the club. As a result, children are learning important skills for the

future.

Children are developing a sense of safety. They understand the rules of the club and staff explain to them about hazards and possible consequences, such as not rocking on their chairs or running indoors. Children enjoy a healthy snack at breakfast time and in the afternoon and are beginning to make more healthy choices. Physical activity is promoted, as there are regular opportunities to play outside and they enjoy additional coaching from a sports youth worker who comes in once a week.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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

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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) 17/02/2011
- undertake a risk assessment of the premises and equipment and ensure all necessary measures are taken to minimise any identifies risks (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register). 17/02/2011

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 and Childcare section of the report (Qualifications and training; Suitability and safety of premises and equipment). 17/02/2011