

The Care & Fun Club

Inspection report for early years provision

Unique reference number

EY356027

Inspection date

18/02/2011

Inspector

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Setting address

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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).

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 Care and Fun Club registered in 2007. The setting is run by a voluntary management committee and operates from facilities in the William Amory Primary School in Blythe Bridge, Staffordshire. All children have access to an enclosed outdoor play area. The setting serves children and families from the local and surrounding areas.

A maximum of 24 children from two to under eight years may attend the setting during term time, and a maximum of 48 children from two to under eight years may attend during the school holidays. There are currently 66 children on roll, of whom 42 are within the early years age group. The setting also offers care to children aged eight to 13 years. The setting receives funding for early years education. Children attend for a variety of sessions. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 11 members of staff who work directly with the children. Of these, six staff hold an appropriate qualification at level 3, while five staff hold an appropriate qualification at level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to learn at this very welcoming setting. Staff are caring, motivated and work well as a team. They strive to offer an inclusive service where all children are valued as individuals. Children make good progress in their learning and development as they engage in a range of enjoyable activities which take account of their interests and learning needs. Effective partnerships have been established, ensuring children's needs are well supported. All staff demonstrate a positive commitment towards the sustained improvement of the setting, which is well placed to develop in the future.

What steps need to be taken to improve provision further?

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

- improve the process of self-evaluation in order to better identify the setting's strengths and areas for improvement
- enhance opportunities for parents to fully engage in children's ongoing learning by contributing to their learning and development records.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. All staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures to ensure that children are cared for by suitable people. Staff routinely verify the identity of all visitors to the setting and are vigilant about the safe arrival and collection of children. Staff are competent, demonstrate a good understanding of their roles and responsibilities and have a good understanding of health and safety issues. Written fire procedures are in place and staff ensure that children engage in emergency evacuation procedures. Risk assessments are completed and cover all aspects of the environment and outings. All required documentation is in place and well maintained. The deployment of resources is good. Staff are successfully deployed to support the children's care and well-being and make good use of space both indoors and outdoors.

Staff are positive role models, work well as a team and are passionate about their work. They have a good understanding of their roles and responsibilities, and have addressed the recommendations made at the previous inspection. They are committed to improving outcomes for children and demonstrate a positive attitude towards continuous improvement. Systems for monitoring the quality of the setting are in the early stages but are developing. This means that staff do not yet have a full understanding of the setting's main strengths and weaknesses. There is a proactive and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. As a result, children are fully included and integrated into all the setting offers. Staff have all attended their first aid, basic food hygiene and safeguarding children training. All staff have access to ongoing training to ensure their knowledge and skills are regularly updated, which supports children's care and well-being.

Partnerships with parents and carers are good. Children benefit from the warm and relaxed relationships that have been established between their parents and the staff. The daily exchange of information ensures that children's changing needs are consistently met, particularly for children with special educational needs and/or disabilities and those who speak English as an additional language. Parents access good information regarding the group through the use of a parents' notice board, regular newsletters and access to policies and procedures. In addition, parents are invited to join in with events, such as graduation day, the teddy bears' picnic and the Christmas nativity. Feedback from parents and carers during the inspection is very positive. They find staff welcoming and approachable and are very pleased with the care and play opportunities provided for their children. Staff develop positive links with other early years professionals and agencies, which ensures continuity of care for all children. The setting also runs a community toy library and a range of holiday clubs within the local community. These facilities provide valuable support for children and their families.

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

Children are familiar with their environment, settle quickly on arrival and are eager to learn. They interact very positively with their peers and are keen to share their ideas with their friends and staff. They have many opportunities to make choices about their own play and learning as they freely access a range of activities and resources both indoors and outdoors. Staff know the children very well; they observe and assess them as they play and effectively use information gained to inform future planning. All children have learning folders which contain both photographic and written information of children's learning, achievements and records of children's own work. These folders are available for parents to see at any time. However, opportunities to fully engage parents in their children's learning by contributing to their folders are not fully maximised.

Children make good progress towards the early learning goals as they engage in a wide range of activities both indoors and outdoors. Children enjoy playing and experimenting at the water play table. They confidently fill containers with water and then pour the liquid through a funnel. They chuckle with delight as the water splashes them while they discuss which items float and which sink. Their creativity is supported well through a range of accessible resources, such as construction toys, role play equipment, sand, dough, shaving foam and paint. In the creative area there is great excitement as children explore the coloured sparkling sand. They run the sand through their hands and talk about how it feels and use their fingers to make superb patterns. At story time, children listen with enjoyment to their favourite stories. They have access to computers and a range of programmable toys. They enjoy music and movement sessions each week, which are led by a visiting dance teacher. Their understanding of numbers, size and shapes is developing well through everyday activities. They count how many carriages are on the train track, recognise shapes such as circles and squares, and talk about the small and large ponies. They benefit from visits to place such as Trentham Gardens, where they explore the Outdoor Wildlife Learning Centre. Children explore their natural environment and help to make shelters from straw. Visitors from the local community, such as the school crossing person and community support officer, give the children a good understanding of road safety and avoiding hazards.

Children are successfully encouraged to develop their own personal hygiene skills, such as independent toileting and automatically washing their hands before snacks. They enjoy healthy snacks each day, such as grapes, raisins, satsumas and apples. In addition, all children know that exercise is good for them, and they relish physical play opportunities where they confidently pedal bikes, competently negotiate the fixed play equipment and throw and kick balls. Children are secure and develop a sense of belonging. They are happy and settled, displaying confidence and self-esteem. Children are polite, behave well and respond positively to the boundaries set. Gentle reminders from staff help children develop a sense of right and wrong, and to share, take turns and be kind to each other. Resources that are representative of diversity help children develop a good appreciation of equality and diversity. They learn how to stay safe as they regularly engage in

emergency evacuation procedures and are gently reminded to use equipment safely. Children demonstrate that they are acquiring skills that will help and support them in 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	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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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