

# The Frantastic Club @ Norwood

Inspection report for early years provision

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**Unique reference number** EY413651  
**Inspection date** 30/03/2011  
**Inspector** Lynne Naylor

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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**

The Frantastic Club @ Norwood was registered in 2010 and is one of two settings operated by an individual provider. It operates from Norwood Primary School in Southport. Children are cared for in two rooms and have some use of the school hall. The club has its own kitchen and toilet facilities. The club is open from 3.15pm to 5.45pm each weekday, during term time. Children have access to outdoor areas.

A maximum of 50 children aged from four years may attend at any one time. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register offering care after school, for children up to the age of 11 years. There are currently 63 children on roll, of which six are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs six members of childcare staff who hold appropriate early years qualifications. Of these, three hold appropriate early years qualifications at level 2, two at level 3 and one at level 5. The club receives support from the local authority.

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

Overall the quality of the provision is good.

Each child's unique needs are effectively met in an inclusive, accessible and safe setting. Children make good progress in their learning and development. There is a positive relationship with parents and excellent partnerships are evolving with the host school and with local businesses. A confident management team communicate ambition and drive. Staff are well trained, reflective and demonstrate a 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:

- extend records of information to make clear who has legal contact with the child and who has parental responsibility
- link all the available information about individual children's learning and development and make full use of it in the assessment and planning process.

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

Staff understand and follow clear, written policies and procedures to safeguard and promote the welfare of children. The child protection policies are in line with Local

Safeguarding Children Board procedures. All staff have completed appropriate training in how to protect children and are aware of how to work with other agencies. Most staff are trained in first aid, which enables them to safeguard children's health in an emergency. Appropriate recruitment and vetting systems are in place. For example, a range of checks are carried out on new staff to determine their suitability to work with children. Staff carefully monitor the safety of children indoors and outdoors. Records of risk assessments, children's attendance, evacuation practice, accidents and medicine administrations are well maintained. These records help keep children safe.

At this club, there is a real commitment to the professional development of staff. Good use is made of training and local authority support to consistently update staff skills. The management team have a clear vision of what they want to achieve. In the short time since registration, they have put in place a number of useful systems to drive and secure improvement. For instance, evaluation takes good account of the views of children, parents and staff. This leads to well targeted plans for future improvement. Rapid progress has been made to improve outcomes for children and the overall quality of the club. For example, a designated club room with its own kitchen and toilet facilities has been built. Rooms and resources are organised so that children can easily help themselves to toys and equipment. This offers greater opportunity for children to work independently and as part of a group. Staff value and respect diverse cultures and languages and use them to enrich the learning environment for all children. Labels, signs and key words around the room are written in the languages of those attending. This helps all children recognise and develop respect for other languages. Effective deployment of staff affords children the choice to play indoors or outdoors. Excellent outdoor facilities provide for a wide variety of different physical activities and experiences. Spaces to play include a yard, an area with climbing equipment on an impact-absorbing surface, a multi-use games area suitable for a range of sports and ball games and a forest area.

Written policies reflect the requirements of the Early Years Foundation Stage. They are translated to the home language of those attending, which makes them accessible to all parents. A comprehensive 'parent handbook', regular newsletters, access to a web page and noticeboards keep parents well informed. The information parents provide about their child's background and needs is clearly recorded. However, information about who has legal contact with the child and who has parental responsibility, although known to staff, is not clear in the records. A systematic procedure to exchange information about children's interests and learning is in the early stages of implementation. A useful recording sheet to cross-check that areas of learning are covered in a balanced way has also recently been implemented. Each child has an achievement record that parents may see at any time. Each child's key worker takes account of any observations noted by staff when assessing children's progress and planning the next steps in their learning. This effectively supports each child to make good progress in their learning and development. However, the increasing amount of good quality information being collected from all partners involved with individual children is not yet linked securely to make maximum use of it when planning.

The partnership with the school that children attend is evolving exceptionally well

to support the delivery of the Early Years Foundation Stage. Staff receive the school's weekly plan and have met with the children's class teacher to discuss issues twice under an agreement to meet every term. Staff work closely with other professionals, such as social workers, to support children. Staff have also instigated effective partnerships with local businesses. To ease children's transition to the club, staff visit local nurseries to meet children who are due to start school and have places booked at the club.

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

Children are knowledgeable about all aspects of healthy living. After school, children sit together and eat a healthy snack tea, such as pitta bread with chicken, ham, lettuce and cucumber. Sometimes, children are involved in the preparation of snacks. At any time during the club, children confidently serve themselves healthy snacks and fruit from the bowl and pour their own drinks from ready-prepared jugs of water, blackcurrant or orange cordials. Every day, children exercise vigorously in the fresh air as they engage in a wide range of physical activities in secure outdoor play spaces.

Children demonstrate a clear sense of security and belonging at the club. They confidently talk to each other, staff and visitors. Children behave very well and can explain the club rules which they have agreed and are displayed on the wall. New children are paired with a buddy who supports them to settle in and follow club rules. Children are keen to explain how they made posters and leaflets about fire work safety. Interesting visitors, such as the community police officer frequently drop in to talk with children about safety. Opportunities for children to take risks, problem solve and use thinking skills are provided by the forest school leader. Children learn to how to use tools safely and assess risks for themselves in the woodland area.

Children develop social and learning skills that equip them well for the future. They work well independently and learn successfully through self-selected play-based activities. They apply their skills in communicating, literacy, numeracy and information and communication technology as they play. For example, they demonstrate good literacy skills as they read books and draw and write with a range of pens and pencils. They operate a range of technological items, such as televisions, computer games and DVD players. Children learn about their own cultures and festivals and those of others as they enjoy related craft activities. For example, they make cards, flowers and presents for Mother's Day and dragon puppets at Chinese New Year. Children consider the needs of others as they take part in fund raising events.

## 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