

Fun 4 Kids

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 Kids is privately owned and opened in 2005. It operates from a classroom, an outside enclosed play area and the school hall of St Michael's Primary School in Colchester, Essex. Fun 4 Kids serves its host school and others in the area, with staff walking to collect and deliver children.

Fun 4 Kids is registered to take a maximum of 16 children aged between four and eight years. It also admits children up to the age of 11. There are currently 16 children on roll, of whom one is in the early years age group. It supports those with special educational needs and/or disabilities. The club is open in term time only, Monday to Friday, from 8am to 9am and from 3pm to 6pm.

Fun 4 Kids employs five members of staff. The manager and her deputy hold appropriate childcare National Vocational Qualifications (NVQ) at level 4. Two staff hold NVQ at level 2 and one is unqualified. Fun 4 Kids receives support from the 4Children Network. It is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Welcoming, friendly and trusting relationships ensure that children are safe, confident and delighted to attend the club. These features, together with a suitable range of activities, mean that children's needs are met satisfactorily. Through the club council each child makes a good contribution to the community so that all are included in what it has to offer. Assessment records are at an early stage of development and important documents were not easily available for inspection. Appropriate self-evaluation procedures have identified key areas for improvement with regard to developing partnerships with parents and contributory schools, giving the club a satisfactory capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure that all required records and annual risk assessments are easily accessible and available for inspection by Ofsted. (Documentation) 26/04/2011

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

- develop the use of assessments and observations of what children like and can do to more effectively to inform planning of future activities
- develop further partnerships with parents and other providers to ensure

greater consistency in meeting children's needs.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe environment and are satisfactorily safeguarded. Staff have undergone up-to-date training in child protection and are aware of their responsibilities. Staff know what to do if a child is not picked up, or goes missing, or if an allegation is made against a member of staff. They are vigilant about keeping the premises secure. Good levels of staff supervision indoors and outside ensure that children are cared for and take responsibility for behaving in a sensible manner. Regular fire drills mean children know what to do should there be an emergency. Staff are checked for their suitability to work with children and sound risk assessments limit the hazards that they might face. However, not all the records linked to these important checks were readily available for inspection within the club, as required by the Early Years Foundation Stage framework.

Children play in an attractive, well organised environment where they can have one to one attention. Staff are deployed well to develop children's creative skills in drama, role play and arts and crafts. They often play alongside the children to develop team work and games skills or to write a story or share a book. Toys and equipment are maintained in good condition, and are relevant to the different ages and interests of the children. The programme of activities and resources are available to all children regardless of age, ability, gender, or background. Staff promote the celebration of customs and festivals from different countries and faiths, while resources reflect the diversity of modern society.

Staff work closely as a team and are able to improve the club to benefit the children. Most have attended training since the last inspection, gaining qualifications that have raised their skills in working with children in the early years age group. In particular there has been a focus on improving the range of purposeful activities available each day, the contribution children make to the club and the promotion of healthy eating. Appropriate self-evaluation procedures that include the views of staff, children and parents have enabled the manager to identify some of the club's strengths and key areas for improvement. These include developing further the partnership with parents and the schools the children attend to ensure a cohesive approach to their development. However, there is no clear plan about the ways in which these issues are to be tackled. In addition, assessment procedures that provide parents and schools with information about how well children are progressing are at a very early stage of development. While children with special educational needs and/or disabilities are fully involved in the club, partnerships with other professionals who may offer further support are limited.

Parents praise the club warmly for the care it provides, and their children's enjoyment in attending. A notice board and booklet provide parents with useful information about the club's provision, and ways to promote children's healthy eating. Parents value the informal opportunities to exchange information with staff when they collect their children at the end of the day.

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

Children enter the club eagerly, and are keen to share their news with staff. They quickly settle to activities of their choice or those led by an adult. Older and younger children particularly enjoy working as a team to construct a large den with a building kit. They talk together to decide its size and shape, and help each other to make the pieces fit together. Staff offer assistance when necessary and promote children's counting skills by helping them to work out how many pieces of kit were used in the finished product.

The newly formed club council enables all children to make a good contribution to the community. Those children elected as chair, secretary and ambassadors meet with staff every two weeks to plan themes for future activities. The council members talk to their peers at the club about the activities they would like to have available to them and the foods they would like at snack time and discuss them with staff. Children also write down their suggestions as they think of them and post them on the club council notice board. For example, children have asked to be able to decorate Easter eggs during future craft activities. Recently all children contributed to writing the club's rules. Consequently children behave well and forge good friendships and relationships.

Staff ensure that their planning for themes chosen by the children cover all the areas of early years learning. Activities are designed to take into account different ages, abilities and preferences, but assessments are insufficient to clearly show the progress children are making, especially in their communication skills, physical and creative development. Children enjoy taking part in singing, making music, drawing and painting activities. During a project about American Indian culture, children explored colour and textures when making masks. In other activities children choose to apply their skills to write stories or record exciting events, such as a recent campfire where they toasted marshmallows, sang campfire songs and played games. At other times, children sit quietly, relaxing on the sofa while sharing a book. In order to promote speaking and listening skills, children take part in role play linked to imagined or real life situations, for example, by becoming news presenters. Children are encouraged to eat healthily, take part in sports activities, and maintain good hygiene routines, and the promotion of healthy lifestyles is a strength of the club. Staff place particular emphasis on developing children's physical development, and they access the climbing and balancing facilities provided by the school and play team games. Children feel appropriately safe at the club, as staff supervise and support them during activities. This provision enables children to develop satisfactory skills that will assist them in their future education.

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

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|--|---|
| 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

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|--|---|
| 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 | 2 |
| 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

| | |
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| 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

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| 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 | 2 |
| The extent to which children make a positive contribution | 2 |
| 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:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met