

# Funtastic

Inspection report for early years provision

---

**Unique reference number**

EY271777

**Inspection date**

24/05/2011

**Inspector**

Wendy Fitton

**Setting address**

Bury Old Road, Ainsworth, Bolton, Lancashire, BL2 5PQ

**Telephone number**

07709 267 367

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Funtastic After School Club Limited registered in 2003 and is privately owned. The provision operates from a church and community hall in the Ainsworth area of Bolton in Lancashire. The provision is registered for a maximum of 32 children under eight years on the Early Years Register and both parts of the Childcare Register. There are currently 42 children on roll of whom two are in the early years age range.

The provision is open five days a week from 3.10pm to 5.45pm after school, during term-time only. There are a team of five staff, including both managers. Of these, three staff hold a National Vocational Qualification at level 2 and 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm, welcoming, child-centred environment. There are effective systems in place to ensure children receive an enjoyable learning experience. Staff support children's development through the provision of activities that are child-led according to children's own preferences and interests. Staff plan and organise some systems to ensure that children's individual learning needs are met. There are positive partnerships established with parents and good links with the primary school to promote continuity of children's welfare and learning. The system for the evaluation of the quality of the provision is ongoing to target future plans to secure improvements.

## What steps need to be taken to improve provision further?

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

- update knowledge and understanding of the planning, observation and assessment procedures for children in the early years age range to target their individual progress towards the early learning goals
- continue to lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development in liaison with staff, parents and children.

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

Children are protected and safeguarded because there are effective procedures in place that ensure staff fully understand their roles and responsibilities for safeguarding children. Staff are fully vetted, experienced and qualified in aspects of learning, development and welfare of children. Staff work well as a team and are deployed according to their own interests, skills and expertise to fully support and encourage the children. Children's safety indoors, outside and on trips is

protected through regular risk assessments. There are robust procedures in place to maintain children's safety through the provision of safe and suitable furniture, equipment and toys. The managers identify the group's strengths and weaknesses and have fully responded to the previous recommendations from the last inspection. However, the culture of reflective practice and self-evaluation is limited and continues to develop to improve the quality of the provision for all children. Records, policies and procedures are fully in place and contribute to the safe and efficient management of the organisation and meet the individual needs of the children attending.

There are positive relationships with parents as they are welcomed and given a friendly greeting by staff. Information sharing takes place at the end of each session and includes any important information. Parents access various information boards around the provision and have access to the policies and procedures in their welcome pack. Parents state that they are very happy and the group is an excellent provision. They feel that their children are well settled and they enjoy themselves.

Partnerships with other professionals are evident and ensure children are fully supported and that there is continuity of learning and care. Staff link with the teachers at the local primary school as this is the school used by the children attending the group. This effective liaison enables staff to fully support and complement children's individual needs and interests and therefore promote consistency of care and learning.

Staff fully promote equality and diversity. They ensure children have free access and equal opportunities to use the facilities and be involved in activities throughout the sessions. Children's needs are met in relation to their health needs, medical needs, their different abilities and cultural needs. All families are welcomed and included. Children are involved in activities to celebrate diversity and learn about different cultures, religions and people through books, small world dolls and celebrations and festivals in the calendar.

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

Children are very happy and settled in the provision. The environment is bright, warm, welcoming and child-centred. Children are confident and comfortable as they approach staff and are familiar with the routines and rhythms of the session. They make decisions about which area they want to play in and what activity they would like to do. They have opportunities to develop their social and independence skills. For example, they sit together during their snack time, chatting to each other and sharing news, and friendships are evident. They play creatively and imaginatively as they use the small world cars, action figures and make tents and dens with materials and furniture. Children state that they really enjoy themselves and that they like going to the park, playing football in the hall and being creative when they access the workshop table to use pens, paints, scissors and different papers. Other children state that they enjoy exploring and discovering the different bugs and insects in the bug box. Children develop their physical skills as they use

the large equipment at the park and play football. They enter the premises confidently and follow the flexible routines. They respond to positive interaction and support from adults and play cooperatively, making friends and building up relationships. Staff plan activities according to what children are interested in. They set out a range of activities for the children and make observations during some of the activities. However, staff are not fully up-to-date with the planning, observation and assessment procedures for individual children as they progress towards the early learning goals.

Children are provided with a healthy balanced diet and learn about being healthy and active. They understand the importance of eating fresh fruit and make healthy choices from sandwiches, different fruits, toast and hot snacks on toast. They are given a choice and alternative option according to their own dietary requirements. Children follow good hygiene practices and wash their hands before foods and after outdoor play and messy activities. Staff present as good role models to children through the hygiene procedures when preparing and serving foods. Children are safe and feel safe in the setting. They know how to evacuate the premises in the event of a fire. They are aware of the safety rules when coming out of school and crossing the road. Children are secure and safe as staff maintain their safety through effective supervision, monitoring visitors and the provision of safety equipment and booking in and out systems.

Children's behaviour is managed in a way that the supports their understanding of what is right and wrong and in accordance with their individual ages and stages of development and understanding. Children are fully aware of what happens if any children misbehave or if they disrupt or cause any trouble. Staff know the children well and are consistent in their behaviour management strategies. Children behave well and are really occupied and engaged in what they are doing. They play in small groups. They plan and negotiate with each other, share toys and take turns. Children talk about the rules and boundaries and know not to run inside, to follow road safety rules and to be kind and caring towards each other. Staff are very calm and sensitive towards the children and deal sensitively with any issues and involve parents with any decisions about behaviour management.

## 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	3

### 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	3
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	3
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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----