

Funzone at Tardebigge

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

Funzone at Tardebigge Out of School Club is privately owned and is one of three settings run by the same provider. It opened in 2003 and operates from a Church hall within Tardebigge village, near to Redditch and Bromsgrove. Children have access to enclosed outdoor play areas. The club is sited next to Tardebigge First School and is specifically for children attending the school. It is open each weekday from 7.45 am to 6pm during term time only.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend at any one time. There are currently six children aged from four to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group and has suitable systems for supporting children with special educational needs and/or disabilities and children with English as an additional language.

There are three members of staff, all of whom hold appropriate early years or playwork qualifications to at least National Vocational Qualification level 2 or 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting where lots of individual attention is given, so that children are safe, making friends and enjoying their time after school. Children have positive attitudes, are curious and interested. A high emphasis is placed on developing independence and social skills and this encourages children to develop new ideas, concepts and skills. Children's welfare is promoted well and safeguarding arrangements are secure. Staff support children well and work closely with their parents and the local school. The setting has a clear vision for what it wants to achieve and effective monitoring and evaluation is used well to plan improvements.

What steps need to be taken to improve provision further?

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

- strengthen partnership working with school staff to ensure there is a shared understanding and continuity about children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are effective. A safe atmosphere is created by nurturing staff who have a thorough understanding of how to protect children. They keep

reference information close to hand so that they can act quickly and professionally when necessary and safeguarding is a topic regularly discussed at meetings. Children's indoor and outside learning environments are checked regularly to ensure they are safe and secure places to be and collection arrangements are robust. Staff are particularly vigilant when children are playing outside and understand the need to balance the importance of safety with allowing children to learn new things. For example, they carefully plan challenging play opportunities, such as, climbing and den making so that children can learn for themselves how to act safely and responsibly.

Those in charge have developed a strong team of qualified staff who work effectively together. The setting's manager works closely with her staff, monitoring practice and ensuring children's needs are met. Regular training opportunities are provided and these are used well to encourage improvements and change. There are effective employment and staff monitoring systems in place and operational policies and procedures are clear, well considered and shared with parents. Regular reviews and evaluations are carried out to ensure continual improvements are planned and these take into account parents' comments and the regular meetings held with the local school.

Staff have strong skills in working with parents and in helping children to settle quickly and join in. Positive attitudes and good role models ensure children develop respect for each other and they benefit from mixing with others from different backgrounds and family cultures. There is a well developed communication strategy for obtaining parent views and opinions and this includes such things as daily discussions, parent questionnaires and meetings with key persons. When parents suggest things, staff strive to put these in place. For example, the club now opens earlier each morning following a request from working parents. Staff work hard to make children and parents feel welcome and close links between the club, school and home ensure children's needs are met. The relationship with the school is strengthening, although, there is room to do more to make sure there is a shared understanding about the progress children are making.

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

Children enjoy a playful environment which encourages them to be imaginative and creative. They plan their own activities, suggest ideas and move toys and resources around as they explore and use their imaginations. There are plenty of opportunities to develop new ideas and build on what they already know and the youngest children benefit from copying, negotiating and playing alongside their older friends. Staff get to know children well and are skilled in knowing when to intervene and when to step back to allow children to take the lead in their play and learning. Children aged five years old and under are allocated a key person and good observation and assessments are used to ensure children are enjoying learning new things and that their needs are met.

Children are given a strong say in what they do and show they feel happy and

secure at the setting. Independence and self-reliance is encouraged and children willingly take on responsibilities for such things as making their own snacks. Respect for yourself and others are key behaviour messages and children help to develop the club's rules and are involved in making sure these are followed. Important skills, such as, sharing, turn taking and negotiation are learnt during team games and good conversation skills are developed as they talk about their experiences and what they want to do. Den making, cooking activities and building things encourage lots of exploration and children make the most of their rural location to learn about nature. For example, they use sticks to search for insects and play hide and seek in the bushes and trees. Children use their early writing skills to make things, draw and colour and they often make up their own games using favourite toys, such as dinosaurs.

Children's health is well supported. They learn about healthy eating, enjoy being active and understand the importance of washing their hands regularly, particularly after playing outside. Strong physical skills are developed due to the high emphasis placed on outside play. Skipping, football and tennis are played with enthusiasm and help to develop strong muscles and team spirit. Children move freely from inside to outside as part of their play and there is a large field to run, climb and explore in. A wide range of healthy snacks are offered each afternoon and these provide children with the important nutrients and the energy needed after a long day at school. Children make their own sandwiches using different fillings, such as, cheese spread, jams and marmite. A selection of fresh fruit is always available, as well as, raw salad vegetables, such as cucumber sticks. Cooking activities and making dough further extends children's understanding of how food can be prepared and they talk confidently about different ingredients and how these can affect their health. Safety is a priority and children are taught good strategies to help them learn to keep themselves safe. For example, they ask permission to go outside, confidently climb on the fence but know they must not leave the safety of the garden area.

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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