

Fun 4 Kidz - Seaforth

Inspection report for early years provision

Unique reference number EY413437
Inspection date 28/06/2011
Inspector Denise Sixsmith

Setting address Rimrose Hope Primary School, Sandy Road, LIVERPOOL,
L21 1AD
Telephone number 0151 9329218
Email fun4kidzclubs@hotmail.com
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.

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
W: 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

Fun 4 Kidz-Seaforth out of school club opened under its current registration in 2010 and is one of a number of settings run by a limited company with charitable status. It is based within Rimrose Hope Primary school in Seaforth, Merseyside. The club operates from 3.10pm to 6pm each weekday, term time only. Children are cared for mainly within the community room and the main hall on the ground floor of the school. Other rooms and an outdoor area are also available for the children.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll. Of these, two children are within the early years age group. There are four members of staff, including the manager, of whom two hold appropriate qualifications to level 3, one to level 2 and one staff member is working towards a qualification. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A dedicated staff team ensures that children's individual needs are met very well and all children are valued. The children benefit from attending this welcoming and enjoyable club, which promotes their independence and supports them to make good progress in their learning and development. The providers have a positive approach to maintaining continuous improvement and self-evaluation systems are in place in the club. Children feel safe and confident and have developed positive trusting relationships with the staff. Close links with parents ensure that they are kept well informed about their children's progress.

What steps need to be taken to improve provision further?

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

- refine systems to ensure that the setting's procedure for the sharing of accident information with parents is followed by staff
- review staff deployment to improve effectiveness in all circumstance and more fully support the delivery of the enjoyable and challenging experiences provided for children.

The effectiveness of leadership and management of the early years provision

The providers and manager of the club make certain that all policies and procedures are comprehensive to fully support the well-being of the children attending. Children are safeguarded very well as the vetting and recruitment

procedures are robust and ensure that only suitable people work with children. Staff fully understand their responsibility to safeguard children and attend training to update their knowledge of child protection procedures. Staff receive appropriate first aid training to ensure they can deal with minor accidents on the premises. One staff is booked on a course to renew her certificate and to ensure that all staff have current training. Risk assessments and daily checks ensure that the premises are safe and secure, in addition, good systems are in place for the collection of children by parents and carers. Ratios of staff to children are very good and in general staff are suitably deployed to ensure safe supervision both indoors and outdoors. Confidential information is organised and stored appropriately. All records are in place, meet requirements and are available for inspection. However, the setting's good practice procedure for obtaining parents signatures after they have been informed about an accident to their child is not always followed.

All children are clearly valued and their needs supported to a good standard. The environment is welcoming, accessible and inclusive. Staff promote equality of opportunity and work with parents and other agencies to support children's diverse needs as required. The premises are clean and well maintained and staff ensure that the hall is set out in an inviting way prior to children arriving. The store cupboard doors are open enabling children to see everything that is available and children confidently ask for items that are their favourites. The provider's have a positive approach to maintaining continuous improvement. Self-assessment is conducted through feedback from staff at team meetings and managers at meetings held between all the settings. Views expressed by parents and children are taken into account, ensuring that they all have a say and feel part of the club. Good relationships with parents and carers support children's placements. Comprehensive and clear information is in place for parents in the form of policies and procedure which are easily accessible in the club. The notice board and regular newsletters also ensures parents are kept up-to-date and informed of any changes. Relationships with parents are relaxed and friendly and they discuss care arrangements and the days events at collection time. Parents state that they are very pleased with the care provided for their children. All say their children are very happy at the club and that staff are caring and supportive. Staff have developed good relationships with parents to ensure effective continuity of care for each child. They also maintain close links with the two schools that they serve to support the welfare, learning and development of each child.

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

Staff enthusiastically promote children's learning and plan activities well, focusing on the children's interests. A good balance of adult-led and child-initiated play is provided. Learning journey records, produced by the children's key workers, show children's development while they are at the group. Children confidently explore their environment and initiate interaction with staff. A variety of outdoor physical play is available to children to promote a healthy lifestyle. Children learn to share and take turns and demonstrate good concentration skills. Their communication, language and literacy skills are promoted well. Children practise writing for

different purposes, for example, writing on their interest forms, displays and labelling their art work. Staff organise discussion time to help children engage in purposeful conversation in which they use language to express their ideas and feelings. Children show increasing computer skills while becoming familiar with technology as part of developing future skills.

Staff ensure that children are provided with opportunities to take on roles of responsibility. They prepare their own snacks, such as filling pitta bread with cheese or tuna and a salad of lettuce, tomatoes and cucumber. This is followed by a choice of fruit from the fruit bowl. A good understanding of health and hygiene is promoted through consistent practices and reminders about washing hands from staff. Children feel safe in the secure, well maintained environment. Effective procedures help keep children safe as the entrance is securely monitored so that no unauthorised persons can enter. Parents and visitors sign in and out so that everyone on the premises is accounted for. Children learn about personal safety as they practise fire drills, pick up toys and use resources responsibly. They are taught to be safety conscious during play and celebrate 'Road safety week', examining and colouring in pictures identifying how to safely cross the road. They learn to be safe on the internet by producing a display, which includes their own guidance examples that informs them of how to be 'web wise'.

A children's buddy style system is in place which helps the children to develop positive relationships. It encourages older children to act responsibly while ensuring younger children are included and valued. This contributes to all children developing a sense of belonging in the setting. Their knowledge and understanding of the world is fostered through topics like planting and growing seeds. They enjoy learning about a member of staff's culture and beliefs through the activities she had planned. In particular, they enjoyed the Arabic alphabet jigsaw and working out how to write their names in Arabic. They enthusiastically joined in the belly dancing making sound and movement with the shimmering, tinkling coin belts. Children's sense of ownership, contributes well to their behaviour within the setting. They create their own rules for the setting, which are reviewed on a regular basis. This successfully enables children, with the support of staff, to take responsibility for their actions and to look at ways of resolving conflicts. Children's work is valued as their pictures are displayed, including photographs of their time at the club. They make a positive contribution and learn social skills as they share toys, take turns, tidy up and help each other. They are treated with warmth, friendliness and respect so that each child feels welcome and thoroughly enjoys their time at the club.

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
--	---

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

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

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