

# Funtime Out of School Club

Inspection report for early years provision

---

**Unique reference number**

EY422521

**Inspection date**

09/09/2011

**Inspector**

Lesley Bott

**Setting address**

St. Gregorys Catholic Primary School, Albert Road,  
Bollington, MACCLESFIELD, Cheshire, SK10 5HS

**Telephone number**

01625 574541

**Email**

deanvalleyfuntime@live.co.uk

**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

Funtime Out of School Club registered in 2011. It operates from the hall within St. Gregorys Primary School in Bollington. The club serves the local area and has strong links with the school. The club is accessible to all children and there is a fully enclosed area available for outdoor play.

The club opens Monday to Friday during school term times and occasional holidays. Sessions are from 7.45am until 8.55am and 3.30pm to 6pm. Children are able to attend for a variety of sessions. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently two children attending who are within the Early Years Foundation Stage. They also offer care to children aged over five years to 11 years.

The club employs four members of childcare staff, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and content in the setting. They make satisfactory progress in their learning and development and the setting is beginning to establish each child's individual needs. There is a commitment to ongoing improvement as the staff attend regular training. However, they still need to implement a full risk assessment process and develop self-reflection of their practice. Staff are beginning to record observations and achievements, however, the lack of written evaluation and assessment of activities prevents staff linking this to future planning in order to ensure that children are provided with sufficient challenge.

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

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

- ensure risk assessment identifies the hazard and clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register). 30/09/2011

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

- use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child

- develop further the system of self-evaluation in order to identify strengths and weaknesses and maintain continuous improvement.

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

Safeguarding regulations and duties are met, and policies for safeguarding are in line with requirements. Staff have a clear knowledge and understanding of their role in reinforcing child protection procedures, including what to do if an allegation is made. All staff have recently been involved in completing a safeguarding audit for the local authority, which has led them reviewing their safeguarding procedures. Children play in a safe and well-organised environment as resources are well deployed and practitioners pay satisfactory attention to safety. Children know and understand that they can ask for other equipment to be brought out if required. Their opinions are taken onboard when purchasing new equipment and planning activities. The setting identifies dangers, takes steps to eliminate risks and helps children to keep themselves safe. However, currently the risk assessment does not fully record details of all aspects of the environment and outings in order to be fully effective. Safety and care for the accommodation and environment are effective. Children remain safe as the school is locked and parents and carers ring a bell for staff to allow them into the building. Practice is satisfactory as the provider adequately promotes equality and diversity and tackles unfair discrimination. Outcomes for individual children are improving as staff take suitable steps to close identified achievement gaps.

The setting has a generally positive relationship with parents and carers. Steps are taken to find out about children's individual needs when they first start and their views are taken into account when planning activities. The wipe board is updated daily to inform parents of activities and the menu for that day, and staff are on hand to discuss any issues with parents individually. Partnerships are established with staff in the school and communication takes place on a regular basis to ensure information is regularly shared and used to promote children's achievement and well-being.

Premises are warm and welcoming and activities are laid out prior to the children arriving for them to have a choice about what they want to do. Practitioners are well qualified and systems are in place to support their professional development. However, the use of the self-evaluation form has yet to be fully implemented to ensure that continuous improvement is sustained. This hinders the prioritisation of areas for further development, however, staff are working on the process of self-evaluation.

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

Children progress in all areas of learning and development. Staff know each child in their key groups and are aware of what each child is capable of and their preferences. Through discussion, staff recall how children in the early years age

range have made progress since the setting has opened. They are able to relate how children's confidence has increased and how they have had opportunity to form relationships with the older children, building their self-esteem. Written planning and topics effectively support individual children's learning and development, and although still in the early stages, provide appropriate challenges for all children. Observations reflect and support children's learning. However, currently no evaluation or assessment is in place to ensure that future planning builds on individual children's interests and skills.

Children enjoy their time at the setting as they are able to independently choose and initiate their own activities. They are able to have 'chill out' time on the large bean bags and play electronic games, or just sit and chat before school. Others choose to sit at the table to enjoy creative activities, such as colouring or drawing. All children are able to relish their time outdoors on the playground or field. They test their skills with the ball games, such as five-a-side football, and benefit from the fresh air. Younger children enjoy the nature topic. Children enjoy their learning as photographs indicate their interest in the outdoors. The children use reference books to identify the insects they found outdoors while exploring the playground. They were able to record these in their 'special foam' notebooks they have made. Equipment, such as bug boxes and nets, helps the children to investigate the outdoors. All children use their imagination as they build and construct using the plastic bricks, and staff work alongside them in promoting language as they discuss shape and style.

Children's behaviour is satisfactory and they show respect for adults. The club uses the same 'traffic light' system along the lines of the school to ensure consistency for the children. They are developing an awareness of their own safety and know what areas of the site they can access.

Children are fully supported in developing an understanding of good hygiene practice at mealtimes as they are reminded by staff to wash their hands before eating. Children show they understand about healthy lifestyles as they make informed choices about what they eat and drink at snack time, and know that physical exercise is good for them. Children's health is promoted as they have regular outdoor play, and in poor weather take part in physical activities indoors.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 30/09/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 30/09/2011