

Funtastik

Inspection report for early years provision

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EY413561

Inspection date

27/09/2011

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

Funtastik has been running since 1997, however, was newly registered in 2010 due to a change of premises. It is managed by a voluntary committee and operates from two areas within Sandals Children's Centre in the West Lane area of Baildon in Bradford, West Yorkshire. The out of school provision is open each weekday from 3.20pm to 6pm, term time only. Children have access to an enclosed outdoor area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children aged from three years to under eight years. There are currently 56 children on roll, of whom five are in the early years age range. The setting employs four staff who work directly with the children. Of these, all the staff hold appropriate early years qualifications. The out of school provision supports children with special educational needs and/or learning difficulties, and children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

There is insufficient evidence to demonstrate that all aspects of the children's welfare are successfully met, compromising children's well-being. Children enjoy themselves whilst exploring a good balance of indoor and outdoor play that suits their individual needs appropriately. Partnerships with parents and with other early years provisions promotes children's overall welfare well. Monitoring systems promote appropriate ongoing continuous improvement of the provision overall.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure records are easily accessible and available for inspection by Ofsted, such as evidence that at least one person whom has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary parts of the Childcare Register). 30/09/2011

To improve the early years provision the registered person should:

- develop the information currently available to enable a clear and systematic approach to planning children's next steps in their learning and to provide additional information to parents
- extend the range of programmable toys, as well as equipment involving information and communication technology, such as computers
- further promote the importance of being healthy through consistency during handwashing routines.

The effectiveness of leadership and management of the early years provision

The provider and staff demonstrate a suitable understanding of their role with regard to keeping children safeguarded in many aspects. For example, they know what to do if concerned about a child and most written procedures are suitable. However, documentation in place to demonstrate that at least one staff member who has a current paediatric first aid certificate is on the premises at all times is not available. This is a breach of regulations and compromises children's safety. This breach is reflected in the judgements. The arrangement of space and resources in the environment supports children's learning and development effectively and staff are deployed appropriately to support children. Equality and diversity is appropriately promoted through the staff finding out information to support children's individual needs, and by promoting an environment that helps children learn positive messages about the diversity in people overall.

The evaluation and monitoring systems for the provision are suitable overall in maintaining appropriate ongoing continuous improvement for children. For example, the Early Years Foundation Stage documents are used by staff to reflect on practice, and planning meetings are in place to discuss how to progress the provision. This is the first inspection since the provision moved premises and was re-registered in 2010, and the provider and staff have made some positive improvements to the out of school provision. For example, the children now have an improved outdoor play area which they can freely access during their time at the provision. This supports children's spontaneous choice and learning. Staff have attended further training, such as on safeguarding, supporting children's welfare appropriately.

Partnerships with the parents are successful in supporting children's overall well-being. For example, the staff liaise regularly with the parents verbally regarding what activities their children have participated in. Policies and procedures and a parents pack are readily available to parents and support the appropriate operation of the provision. Parents discuss and view their children's learning records to further promote children's progress. The provision has established good links with the local school where children also attend to support children's welfare and learning well. For example, the sharing of relevant information supports children's individual needs and transition from one setting to another.

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

Children explore a range of activities that supports their progress suitably overall across the areas of learning. For example, children develop their imagination as they enjoy climbing in and out of tents and use various materials to make dens outdoors. They develop small physical skills as they build and construct with small construction toys and thread beads. Outdoors children learn about size and space appropriately as they dig happily in the large sandpit. Children name colours and enjoy fixing together equipment, such as the train track. The resources are organised well to enable children to develop independence skills appropriately. In addition, toys are robust and of good quality, although children's access to programmable toys, as well as equipment involving information and communication technology, such as computers, is not maximised. The staff have a suitable knowledge overall of the learning and development requirements to support children's learning and development. The staff can explain how through observation they help extend children's skills, such as speech, using their imagination and extending their interest in books and how to express themselves. However, some of the information gained from observations is not collated fully, to clearly demonstrate how children's progress is monitored, and to provide additional clarity for parents with regard to on-going progression.

Children are learning about diverse communities and the wider world appropriately through using resources which portray people from a range of backgrounds positively. For example, children use a variety of toy figures that reflect people in different cultural dress and people with a disability. Children behave safely whilst in the provision. For example, they move around the provision appropriately and they show a good sense of responsibility through handling resources carefully and behaving well. Children respond appropriately to staff requests, such as to come for snack. Children are also learning about how to keep themselves safe. For example, they regularly practice the fire evacuation procedure.

Children stay healthy appropriately overall as they are cared for in an environment which is clean and well maintained. Children demonstrate an appropriate knowledge of why they need to wash their hands after toileting, although the consistency in handwashing procedures are not maximised to promote children's good health. For example, although children who have come in from outside wash their hands with soap and water after sand play, some of the children indoors use wet wipes to clean their hands. They make healthy choices at snack time. For example, they choose from raisins, apples and oranges, or they can have all three. They also eat cheese and crackers. They freely access water throughout the session and very dilute juice is available with their food. Children keep active in the fresh air by using the outdoor area regularly and they go on outings, such as on walks in the wood.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
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	4
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	3
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Outcomes for children in the Early Years Foundation Stage

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	3
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:

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 above in the early years section of the report (Welfare of the children being cared for). 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 above in the early years section of the report (Welfare of the children being cared for). 30/09/2011