

Fun 4 Kidz Out of School Club at Netherton Park Neighbourhood Centre

Inspection report for early years provision

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Setting address	Netherton Park Neighbourhood Centre, Chester Avenue, Netherton, Merseyside, L30 1QW
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Type of setting	Childcare - Non-Domestic

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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

Fun4Kidz Out of School Club at Netherton Park Neighbourhood Centre, Netherton, was registered in 2001 and has operated in its current ground floor premises since 2007. The club is one of 14 settings operated by the organisation. The club serves the local community. It is accessible to all children and there is a fully enclosed area for outdoor play. The setting is open Monday to Friday term time only from 3.00pm to 6.00pm. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the setting at any one time. There are currently 35 children aged four to 12 on roll.

The setting employs three members of staff. All of whom hold a level three qualification in play work and of whom, two have made the transition into an early years qualification at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Fun4Kidz is a welcoming and inclusive setting. The staff are friendly and approachable and provide a range of activities that are stimulating, fun and cover most areas of learning well. The staff have built effective relationships with parents and other professionals. Overall most systems and procedures are implemented well to safeguard and promote children's welfare. Staff evaluate their practice well and have a clear understanding of their areas for further development. Therefore the setting demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure children's creativity is extended by providing them with opportunities to create constructions, collages, paintings and drawings
- ensure all practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure consistently.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff have a good knowledge of local safeguarding procedures and are proactive in helping children keep themselves safe. They are well informed about child protection and have the appropriate contact details available, should there be concern about a

child. However, though staff are entirely clear about their responsibility to report concerns and whom to refer to, there are inconsistencies with who they should report to within the company. Therefore internal systems for reporting concerns are less robust. However, because the staff do have a good knowledge of child protection there is a minimal impact on children. The setting has robust recruitment procedures and all staff are suitably vetted. Comprehensive risk assessments ensure the environment is safe; therefore, children are protected as they explore. Children are also further protected because the setting keeps good records including accident, medication and attendance records.

The staff have a clear vision for areas for development and ensure the views of children and parents are taken into account. As a result, improvements have a real impact on the experiences for children. Staff deployment is effective, therefore children are well supervised. There is a huge range of resources available and children can choose some for themselves. However, resources for creative play are not accessible. Therefore opportunities for children to express their ideas spontaneously are not maximised. Equality and diversity are fostered through a range of resources and activities that expand children's understanding of the world around them. For example, children contribute art work to the 'consideration for others and the environment display'.

The setting has formed good relationships with parents. Staff ensure they obtain very detailed information during admission from the parents and children, thus ensuring individual needs and interests are effectively met. They ensure all parents receive clear and relevant information regarding their child at the end of every session. Therefore, parents can be involved in children's care and learning. Effective communication methods and regular reviews have been implemented by the setting to ensure important messages are passed on between the host settings and parents. Therefore children receive a complimentary curriculum and good continuity of learning

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

Children really enjoy attending this setting and make good progress. Parents speak very highly of the dedicated staff, that make a major contribution to the children's happiness. Children form good relationships with each other and play together happily, sharing ideas and the equipment. The children are able to choose to be indoors or outdoors during the session and there is an extensive range of activities to engage and challenge the children. For example, children benefit enormously from using the outdoor space. Children learn about sustainability as they grow their own vegetables and fruit. They develop their physical skills and take controlled risks as they climb trees.

They learn about the world about them as they hold the chicks and feed the rabbits. Writing skills are developed as they mark make on the floors and walls. Children are effectively supported by staff as they complete their homework and

word searches. Children develop good problem solving skills as they build and play board games. The tree house indoors is available for a child who would prefer some quiet time. Children have excellent opportunities to develop skills for the future. They have access to the shared information, communication, and technology unit, the setting has its own laptop and games console for the children to use and they have lots of opportunities to take photos and videos with the digital camera. Staff observe and assess the children as they play. This information is used effectively to ensure children are making good progress towards the early learning goals.

Staff ensure that children are fully involved in the planning. Regular children's meetings and suggestion boxes ensure that children's ideas are valued and included. Children are given roles and responsibilities within the setting. For example they set the tables before tea and pass each other paper towels in the bathroom. Children contribute to drafting the rules of the setting and respond appropriately to the adults gentle reminders for 'kind hands' and 'kind words'. As a result of this children are well behaved and are learning about their own needs and the needs of others.

Children effectively learn to keep themselves safe as they use the equipment safely and take part in the many activities and daily discussions. For example, they wrap themselves in bandages during first aid role play and listen attentively as the police talk to the children about stranger danger and road safety.

Overall, children make good progress in the setting, enjoy themselves and are well prepared for life outside school and their futures.

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

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