

# Fun Factory

Inspection report for early years provision

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EY344860

**Inspection date**

09/12/2011

**Inspector**

Gill Walley

**Setting address**

Hampton Hill Junior Mixed School, St. James's Avenue,  
Hampton Hill, HAMPTON, Middlesex, TW12 1HW

**Telephone number**

02089 793 041 or 02089793019

**Email**

fay@thehamptonsdaynursery.co.uk

**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**

Fun Factory out of school club opened in 2006. It is based within Hampton Hill Junior School in the art and design block. The school is located in a residential area of Hampton in the borough of Richmond. Children from Carlisle Infant School also attend. The club is open each week day during term time from 3.15pm to 6.00pm. All children share access to a secure outdoor play area. They also have access to the school's hall and information and communication technology suite. The club may care for no more than 32 children under 8 years; of these, not more than 32 may be in the early years age group, and of these, none may be under 4 years at any one time. There are currently 36 children on roll from 4 to 11 years, of whom four children are of Early Years age. The club employs four staff who work directly with the children. Three staff hold appropriate early years National Vocational Qualifications at Level 3 including the manager. The club has close links with the host school and feeder school. It works in partnership with the local authority and the other club within the company for training and development. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It can support children who have special educational needs and/or disabilities and those who are learning English as an additional language.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Fun Factory out of school club provides good care. Children feel extremely safe and secure and have complete confidence in the adults around them because they take such good care of them. Good provision is made for the development of children's learning through a range of interesting activities although the staff do not keep records of their progress. The club works in close partnership with its host school and feeder school, and with the other early years setting managed by the company. The manager and her staff review the provision and procedures, identifying what they can change to enhance the facilities they provide for the children. Consequently, the club has a good capacity to improve further.

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

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

- keep records of the progress children make in each area of learning so that the staff can ensure they make consistently good progress in all areas and share the information with teachers, parents and carers.

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

Policies and procedures for safeguarding children are rigorous and reviewed regularly. All adults are vetted appropriately. The staff are trained to identify any potential risks to the children, for example, when they walk to the premises from their classrooms in the neighbouring school. Staff know the club's procedures well because their induction is extremely thorough. The premises are very secure and the children learn how to keep themselves safe in a range of situations, for example by talking about road safety. The club is inclusive and children of different ages and different schools play together extremely well. The club works very well with the host school to ensure that it meets the needs of all children, including those with special educational needs and/or disabilities effectively. Members of the staff know the children very well and some have worked with them when they were slightly younger. The staff share information with parents and carers who do not have regular contact with teachers. Children who speak English as an additional language develop their language skills well because activities are adapted and staff use pictures and signs to communicate with them initially. Children are happy, relaxed and make good progress, particularly in their social skills. Older children play with the younger ones so that they become more confident. The club makes good use of its resources and uses the school playground well to support children's physical development. It uses the school hall for energetic games, and uses the school's facilities to support the children in developing good information and communication technology skills. Staff benefit from training opportunities to develop their expertise, for example in managing children's behaviour, first aid and food hygiene. The club works well with parents and carers who appreciate being able to talk to staff about their children at any time but especially at the end of the day. The club provides parents and carers with information about activities and menus in newsletters, and welcomes parents' and carers' feedback through regular surveys. The manager has started to hold meetings where parents and carers can find out more about the activities the children enjoy and the progress they are making. Parents and carers are very happy with the provision and the care their children receive. The club runs extremely smoothly. It is spacious and resources are plentiful, easily accessible and used well by the children. The staff work closely together and respond to the interests of the children. Staff observe the children's learning and progress but they do not keep records which they could share with parents and carers and teachers. The manager drives ambition well and is especially concerned about children's safety and security. In response to the previous inspection recommendation, children practice evacuating the building regularly, following a clear plan so that they know what to do in the event of an emergency. Activities match children's interests well. The staff team meet regularly to evaluate the provision and procedures with the support of the local authority.

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

When children start attending the club, the staff assess the activities which most interest the children and they then provide for those. The children are very happy and settled. They feel extremely safe within the club. Routines are well established and the staff have high expectations of children's behaviour. Consequently, the club is a very calm and relaxed place and the children get on extremely well together. The children are confident in their surroundings. They are respectful and behave very well. They form extremely positive and trusting relationships with adults and one another, which supports their social development well. They concentrate for sustained periods, for example when drawing, playing board games, making jigsaw puzzles or constructing models. The adults take an interest in the children's learning and value the contribution they make. The children say what they would like to do and this forms an action plan which is shared with their parents and carers. The club's provision enables children to adopt healthy lifestyles well. They eat healthy meals at tea time, and they develop their independence by preparing their tea themselves. Children adopt good habits related to their personal hygiene, for example in washing their hands before tea. They talk about healthy eating, for example when they are making cakes or biscuits. They talk about how plants grow and they grow their own vegetables. The children enjoy running and playing ball games in the playground. They learn about staying safe, for example through visits by police and road safety officers. The children gain confidence to try new skills and toys. These often engage boys especially well, such as using dinosaurs, insects, soldiers and making models. The activities vary daily so that children get a broad range of experiences across the areas of learning. They improve their number skills well through counting games and when they count out the cutlery and plates at tea time. The children develop their imagination well, for example by dressing up and building dens. They can read or complete their homework. They develop their creative skills through drawing and making models and they have made clay tea light holders as Christmas decorations. They take home the things they have made so that their parents and carers are more aware of their development. Those children with special educational needs and/or disabilities or who are learning English as an additional language are supported through the use of modified resources and specific activities which match their needs well. The children develop a good understanding of diversity through playing with multicultural toys, such as dolls and musical instruments, and they learn about the festivals of different cultures, including Tannabata, the Japanese Valentine's day, and Chinese New Year. They taste different food and listen to traditional stories. The children learn about equality through talking about the needs of others and by fully including children with special educational needs and/or disabilities in their games and activities.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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