

Funfishers Out of School Club

Inspection report for early years provision

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Inspector Carol-Anne Shaw

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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).

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

Funfishers Out of School Club opened in 1992. It is a registered charity managed by a committee and operates from a building in the playground of Fishergate School, situated within walking distance of the city centre of the York. The club has use of three rooms and access to a snack preparation area, toilets and large outdoor area. Opening times are Monday to Friday from 7.45am to 6pm during school term time and 8am to 6pm in the school holidays.

The club is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register to care for a maximum of 30 children under eight at any one time, of whom 28 may be in the early years age group, with none under the age of two years. There are currently 203 children on roll, 38 of whom are in the early years age range. The club is also registered on the voluntary part of the Childcare Register, with children up to the age of 11 years attending. Children attend from the local and wider communities. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The club employs 12 members of staff, including the manager, during term time, with extra staff employed to cover in the school holidays. Of these, 11 have level 3 early years childcare and play work qualifications. The manager has an appropriate degree and one member of staff has Qualified Teacher Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision is motivated and delivers good care and learning. Parents state that children are happy and enjoy attending, and that children are prepared effectively for school entry. There is an established training record that promotes staff knowledge and understanding of working to the Early Years Foundation Stage. Children's individual needs are identified and met in all aspects of care and learning, and there is an extremely positive attitude towards the inclusion of all children. There are mainly effective monitoring systems in place. Plans for ongoing development are embedded in the ethos of the group and this has a positive impact on outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop the overall monitoring systems for the management of the learning to promote outcomes for children.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted effectively through the rigorous maintenance of records, policies and procedures that cover all aspects of the provision. The staff are recruited through robust systems and include thorough induction programmes, ongoing appraisals and continuous training. Safeguarding children is given a high priority as all staff are trained in child protection and retain relevant and current first aid certificates. Risk assessments are comprehensive. Staff receive regular practise in the use of emergency systems and safety equipment and they remain alert and vigilant about children's safety. Children display a good awareness of safety issues. The steps taken to safeguard children are effective.

The effective management systems help to retain skilled and qualified practitioners who are well motivated and whose dedication to the children they care for is evident throughout. Furniture, equipment and resources are of good quality and organised for the ages of children to support their learning and development. The wide range of well-organised resources throughout the setting has a significant impact on children. The effective deployment of staff ensures the environment is conducive to learning and safety.

The staff team work together extremely well to provide integrated care for all children. Liaison with parents, carers and external agencies is very good in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their children's development and effective exchange of information ensures that the unique capabilities of each child are recognised and promoted effectively. Parents express extremely positive opinions of the provision and they praise the staff and how well the children settle. From their initial visit they have every confidence in the staff team. Children use photographs effectively to show parents what they do with the staff and other children.

Inclusive practice is extremely well promoted; children follow individual educational programmes developed in consultation with parents. Its delivery is monitored by the staff within the setting to ensure that children make effective progress from their original starting points. The staff team work closely with parents, carers and other professionals effectively to identify, monitor and fully promote individual development. Staff work very closely with parents, carers and other professionals to identify, monitor and promote the development of children with any additional development needs or English as an additional language.

They have a high capacity for improvement, which is demonstrated through the ongoing improvement achieved since the last inspection. Parents and carers are heavily involved in decision making on key matters affecting the setting through well-established and highly inclusive procedures. Continuous staff development programmes have improved staff effectiveness in ensuring the learning curriculum links with the Early Years Foundation Stage and raised the quality of teaching. Monitoring systems for self-evaluation purposes are mainly effective and the setting takes into account the views of children, parents, staff and other professionals in its ongoing self-evaluation process.

The setting has well-established links with specialists and other professionals to develop its practice. For example, they make excellent use of training programmes and local academic institutions for ongoing staff development, adapting examples of good practice for the benefit of the children attending.

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

Children enjoy their time and demonstrate strong relationships with the staff and each other. Young children's independence is fostered through the use of well-designed and effectively organised resources. The setting provides a warm, welcoming environment with child-height photographs, displays and posters. There is a wealth of information strategically placed around the setting for parents, such as the range of healthy snacks provided for children, so parents can see what their children will be eating for their snack each day.

All staff are knowledgeable about child development and provide well-planned, purposeful activities which allow children to explore and to make discoveries that stimulate their interest in learning. The activities provided help children to become active learners and promote critical thinking and creativity. Children receive appropriate challenges, with staff who know how to provide the right challenges at each stage of development. Younger children develop their information and technology skills. There is a very good balance of highly effective adult-led and child initiated activities. There are activities for the younger children to support understanding of light and dark with the new sensory area.

Children's progress in communicating, language and literacy is good. They play and work alongside their peers successfully, understanding the need to cooperate and resolve situations by themselves. Children play well independently, becoming active, curious and inquisitive learners. They develop an excellent understanding of the wider world as they follow their interests, explore resources, listen to stories and take part in music and dance that support different celebrations and festivals. Children's development is observed, assessed and monitored effectively in all instances. For example, all staff are involved in monitoring progress through observations and assessments supported by photographs. Children's profiles are maintained, with staff showing a good understanding of significant events and how to help children progress to the next stage in their development. However, the overall monitoring of children's learning is in the early stages and is not yet robust.

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	1
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	1

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