

The Fun Club

Inspection report for early years provision

Unique reference number	509713
Inspection date	18/01/2012
Inspector	Linda du Preez
Setting address	Mortlake Hall, Mullins Path, North Worple Way, Mortlake, London, SW14 8EZ
Telephone number	02088763556
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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

The Fun Club is an after school club and holiday play scheme which has been registered since 1994. It operates within Mortlake Hall in the Richmond area of Surrey. The club is a voluntary, non-profit making organisation, comprising an elected management committee and members as Trustees. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for a total of 40 children aged between four and eight years old. Older children also attend up to 11 years old. Accommodation used by the club includes a large hall and two side rooms, and a secure outdoor area.

The club serves families living in the surrounding area, who attend four local schools. There are currently 48 children on roll. The club supports children with learning difficulties and/or disabilities. It is open during term time from 3pm until 6pm and sometimes during school holidays from 8.30am until 6pm. The club employs five members of staff, three of whom hold appropriate childcare qualifications as well as one member who is currently training.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children have their individual needs met very well by a committed staff team. Staff plan a broad range of stimulating activities which supports all children's learning and development to a good standard. Overall, arrangements exist to promote children's safety with some areas for improvement. The management and staff team work together to evaluate the provision and show strong capacity to maintain continuous improvement. Staff have established good working relationships with parents who are kept informed of their children's daily routines. Staff communicate well with local primary schools to enhance continuity in care.

What steps need to be taken to improve provision further?

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

- implement an effective safeguarding policy that includes the procedure to be followed in the event of an allegation being made against a member of staff. (Safeguarding and promoting children's welfare) 24/02/2012

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

- enhance risk assessments by extending them to cover everything with which

a child may come into contact, including electrical sockets.

The effectiveness of leadership and management of the early years provision

Effective recruitment procedures mean that staff are suitable to care for children. Staff carry out risk assessments on a regular basis to check that children have a safe and secure environment in which to play. Overall, these are most effective in keeping children safe, although staff have overlooked an aspect of the club related to electrical sockets in the computer area. There is a written safeguarding policy in place, although this has not been updated for some time nor does it include the procedure to be followed in the event of allegations against a member of staff. Consequently, the written policy is not in line with Local Safeguarding Children Board guidance and procedures. This breaches requirements. However, staff have good knowledge of correct safeguarding procedures as relevant information is displayed around the club and they attend regular training. Furthermore, staff are particularly good at instilling a sense of safety in the children as they offer lots of explanations and guidance throughout the walk from school and during the time at the club.

The manager completes a self-evaluation form with input from parents and staff. The staff team are motivated and keen to further improve the club. For example, they continuously consult with children about what they would like to experience at the club. Their reflective and enthusiastic approach has enabled them to consider ways in which to encourage children's physical play. Consequently, they have developed an excellent outdoor environment in which children are able to explore, investigate and play. Further plans involve re-surfacing the sports court with markings for specific games.

Children are able to access a wide variety of resources, which promote all areas of development very well. All toys and resources are in very good condition and are suitable for the children present. The manager ensures that staff are well deployed, meaning that children are well supervised and staff are able to offer a good balance of adult-led and child-initiated play.

Staff have thorough knowledge of children's background information to enable them to meet their individual needs very well. Positive images and resources around the club help develop children's awareness of various cultures. The staff team work consistently well in partnership with local primary schools. They welcome visits from class and head teachers. Staff share information with class teachers, which promotes positive channels of communication and enhances continuity in children's care.

Parents say that they are extremely happy with the club. Many parents comment on the high standard of interesting activities that their children enjoy and the caring approach of the staff team. Staff respond positively to the feedback given by parents and welcome their ideas.

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

Children confidently leave their classroom and enjoy a positive walk to the club. Staff are exceptionally good at instilling a sense of safety during the walk from school to club, they talk to the children about the importance of looking and listening and keeping safe. Upon arrival, children are enthusiastic to participate in the activities. Children have a key person responsible for helping them to settle and who monitors their individual progress. These staff members manage their roles very well and share information with parents to enable them to support their children's learning. Staff further support children's learning and development as they exchange relevant information with class teachers.

Children have a positive attitude towards learning as they join in games and make friends with children of all ages. Children are very self-confident and express themselves well. For example, they talk about their family holidays and the activities they enjoyed. Throughout their time at the club, all children are busy and involved in their own choice of activities. The learning environment helps children to progress well in the Early Years Foundation Stage as they have many opportunities to explore and learn through play. During indoor play children build with large foam blocks; they develop their physical skills and show their active imaginations by creating a caravan which they pretend to drive away on holiday. Children benefit from toys and equipment that help them to develop valuable skills for their future, such as practising their writing skills, playing problem-solving games and enjoying supervised access to computers. They develop independence through dressing and undressing in the role-play area. Children are able to express themselves creatively as staff ensure that suitable resources are available to them, such as paints, pens, collage and a wide range of recycled boxes for modelling. Staff place a great deal of value on what children have to say and demonstrate this by adapting planning to focus on children's interests. For example, children show an interest in roads and cars, so staff supply materials for them to create three dimensional buildings, paint roads and create a town display.

Children have a good understanding of healthy life styles. They wash their hands after toileting and prior to eating. They have the opportunity to take part in outside play and physical activities. Children behave well; they are very polite towards each other and staff. They are familiar with the routine of the club and feel safe, as the premises are secure and visitors ring a buzzer to gain entry. Staff encourage children through praise and recognition of their efforts and children respond with a positive approach in their attitude. As a result, children develop self-confidence and feel valued.

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