

# Fun 4 Kidz - Ainsdale

Inspection report for early years provision

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**Unique reference number**

EY292762

**Inspection date**

07/03/2012

**Inspector**

Kathy Leatherbarrow

**Setting address**

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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 is one of fourteen registered childcare settings operated by the registered charity Fun 4 Kidz. It has been registered since 2005 and operates from with Ainsdale and St John's Church of England Primary School. Children have access to a main hall, the conservatory and the computer suite. There is an enclosed outdoor play area. The out of school club is in a residential area in Southport, Merseyside. It is open each weekday from 3.15pm until 6pm, term time only but children have access to the Fun4Kidz holiday club at the Farnborough Road school.

The out of school club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 32 children aged from four to under 12 years on roll, some in part time places. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language

There are two members of staff, both hold early years qualifications to at least level 3. There are regular volunteers who are also qualified.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff know the children well, respect their uniqueness and encourage their individuality and interests. The staff use effective activity planning to enable children to make good progress in their learning and development. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Strong partnerships with parents and others contribute to ensuring that the needs of all children are well met. There are some systems in place for self-evaluation which enables the setting to monitor their practice.

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

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

- recognise the value of continuous quality improvement through, for example, using the Ofsted self-evaluation form and quality assurance processes as the basis of ongoing internal review
- ensure parents are provided with accurate information such as, the menu's that are provided for the children.

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

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and staff's continued suitability is monitored effectively. There are comprehensive policy and procedure documents in place which are shared with all staff and parents. Detailed and comprehensive risk assessments are in place to ensure the safety of all. The staff team are highly qualified and experienced, and good ratios of staff to children are maintained. The staff team share a common sense of purpose and are keen to share innovative ideas and their good practices. The management has implemented some self-evaluation to help monitor the service they provide, however, this is not fully reflective to ensure the setting's strengths and priorities for improvement are successfully identified. Staff attend a range of training and keep up-to-date with legislation to further develop their childcare practices and enhance their knowledge. This reflects in their practice and promotes good outcomes for children.

Children play in a bright and airy play setting. They move freely among the areas and there is a free flow of activity inside and out. Children self-select from a good range of resources which are well organised to allow ease of access. Examples of children's work and displays adorn the walls and display boards. This gives them a sense of belonging. The outdoor area is very well used with space for all children to climb trees, use the climbing frames, plant bulbs, chalk on paving stones, skip and pull each other along on trolleys. Staff are well deployed and move around the areas to support learning at the various activities.

As a fully inclusive setting, staff welcome all children. They work closely with a number of other professionals, including special needs coordinators and teachers from the school. This ensures children's needs are well met and supported. Partnerships with parents are well established. Parents are highly complimentary about the information they receive and how their comments are valued and acted upon. Staff and parents share a wealth of information during the flexible settling-in periods and this is used skilfully to provide individual care for each child's needs. There is a daily exchange of information at the end of each session. Regular updates and access to learning journals help to keep parents and carers involved in their child's learning and progress. Partnerships with other agencies are used well to support individual needs. Staff use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements. Detailed and regular information is shared with teaching staff to ensure continuity and progression.

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

Children thoroughly enjoy their time in the setting and make good progress in their learning and development. Children's progress is monitored through detailed

observations, from which next steps are identified and linked to the Early Years Foundation Stage. Excellent use of photographs show children engrossed in activities and provides examples of their development.

Children are confident and happy and mix well with their peers and staff. There are high standards of behaviour throughout the setting, with good manners encouraged at all times. Children are polite and considerate to others and staff are good role models. Children behave safely and willingly share their toys. There is a calm and industrious atmosphere and staff question children to reinforce or challenge their understanding. Children are very independent and staff support them to make choices throughout the day. Children know and understand the rules in the setting and happily walk away from the computer, when their time is up, to allow others to have their turn.

Children enjoy healthy snacks. They help themselves to fresh fruit, breadstick and raisins throughout the session, and socialise together around the table for pasta with a choice of fillings including tuna, cheese and tomatoes accompanied with fresh salad followed by yoghurt. Menus are shared with parents, although these are not accurate. All children adopt good hygiene routines as they wash their hands prior to eating and after toileting and regularly access tissues to blow their noses. They are physically active on a daily basis and the outdoor area is very well used by all of the children. They competently use smaller tools during craft activities and are appropriately supported to use scissors.

Children regularly access books within the book corner and enjoy dressing-up to tell stories of their own through creating shows. There are very good opportunities to make marks for a purpose, including chalks, white boards, paints and printing and displays of their work is displayed. There are many activities which support an understanding of number, including counting games, baking and puzzles. Their information, communication and technology skills are well developed and there are ample resources across the setting. Children have taken photographs and used software to create 'all about me' profiles. They learn about the world around them and other cultures through activities, such as making large abstract displays of the world, Indian headdresses, Egyptian necklaces, African masks and Asian sleepover pillowcases. Children flourish in the outdoors as they explore the environment, climb trees and make faces on trees using mud, moss, snails, twigs, flowers, berries and leaves. There are many creative activities on offer and children thoroughly enjoy sticking glitter, sequins and collage materials onto their pictures, balloon modelling, model making, canvas painting and face painting. They frequently participate in a wide range of baking and cooking activities, including honey loaf cake, fresh fruit flapjacks, blackberry bites, banana and toffee pudding and pizza faces.

## 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	1
The extent to which children make a positive contribution	1
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