

The Fun Zone @ Carlton Primary School

Inspection report for early years provision

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Inspection date	12/03/2012
Inspector	June Rice
Setting address	Carlton Primary School, New Road, Carlton, WAKEFIELD, West Yorkshire, WF3 3RE
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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

The Fun Zone @ Carlton Primary School is one of a chain of privately owned provisions that provide out of school care. It opened in 2007 and operates from an annexed building within Carlton Primary School in Carlton, West Yorkshire. The setting is open each weekday from 7.30am to 8.50am and from 3pm to 6pm during term time, and from 7.30am to 6pm during school holidays. Children from the primary school attend during term time, and children from the wider community may attend during the school holidays. There is a fully enclosed area available for outdoor play and children also have access to the school fields.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend at any one time, all of whom may be on the Early Years Register. There are currently 10 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. It serves the local area and has strong links with the school.

The setting employs four members of childcare staff, three of whom hold a level 3 qualification in early years, and one holds level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A key strength of the setting is the partnership with the local school and the sound relationships they have developed with parents. The provision demonstrates a satisfactory attitude towards maintaining present standards. However, the current self-evaluation process has no impact on the quality of the provision, and plans for improvement are limited. Space is on the whole used effectively. However, there is no clear link between children's individual learning needs and the planning of activities. This prevents children making better than satisfactory progress. Children feel safe and are treated with respect.

What steps need to be taken to improve provision further?

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

- develop further the use of open-ended questions to ensure children continue to be supported by extending their thinking and helping them make connections in learning
- continue to access training provided by the local authority; for example, behaviour management
- develop further systems for observation and assessment to identify learning priorities, including children's starting points, and ensure they continue to make progress
- enhance the process of self-evaluation to provide a clear direction for the

future development of the service.

The effectiveness of leadership and management of the early years provision

The provider works in partnership with parents and others to safeguard children. Management and staff demonstrate a good understanding of child protection and are very confident in their ability to implement procedures effectively in order to protect children. Recruitment procedures ensure adults working with children are suitable. Parents are provided clear information in the form of written policies and procedures to ensure they know how the provision works. All required documentation is in place and risk assessments clearly identify possible hazards and the action taken to reduce any potential risks. The provider has developed satisfactory working relationships with parents and established strong links with the school to ensure that they continue to meet children's individual needs. For example, they exchange information verbally on a regular basis and discuss children's progress. The provider identifies caring and patient staff and communication with parents as strengths of the setting. However, they have not carried out a self-evaluation of the provision or identified any plans for improvement. Therefore, it has no impact on the quality of the provision, and plans for improvement are limited.

Photographs record what activities children have been involved in, and this gives some indication that they are continuing to learn through play. However, there are no identified systems for the planning, observation and assessment of children's development. Parents are informed of children's progress verbally and their work is taken home. Long and short-term planning of activities and themes are in place. However, these are generic and do not provide any indication of being adapted to take account of children's next steps in their learning. There is no system for recording a baseline assessment at the start of a placement. Inclusive practice is well promoted by the provision. For example, resources are displayed well around the play area within easy reach of children, and storage boxes are clearly labelled with written and picture labels. This encourages children's free exploration and choice. Equality is promoted through the good use of resources and activities that introduce children to diversity.

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

Good health and well-being are very well promoted by the setting. For example, good hygiene practices are fully encouraged and children show an increasing awareness of the importance of this. Children who are infectious are excluded to protect others, and well-established systems are in place to record medication, accidents and existing injuries. Children have good opportunities to learn about healthy eating because they eat healthy meals and snacks. Dietary needs and parental preferences are met and children take part in additional activities to support their understanding. For example, they learn about 'five a day' and make up plates of food while talking about which are healthy foods. Children are

encouraged to be active through a range of activities that promote physical exercise. For example, they use their bodies to balance as they negotiate swing bridges and stepping stones, play football and energetically join in popular movement games.

Children show they feel safe as they freely explore their environment and in the way they interact with staff. They behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, children are asked not to throw toys and to sit on chairs correctly. They talk about the routes they are taking during outings, wear emergency wrist bands and talk about stranger danger and keeping safe near roads and water. Children regularly practise an emergency evacuation, which is linked in with school procedures. Inclusive practice is well promoted by the setting, and children are treated as individuals and with respect. Children are on the whole well behaved, polite and courteous. They have developed good relationships with staff and demonstrate that they have the confidence to make decisions about what they want to do and who they wish to play with. Children show a sense of responsibility as they help to tidy crockery and utensils away after lunch. However, on occasion the volume in the playroom does get quite excessive, and this is not addressed with any consistency.

Children quickly become involved in purposeful activities that they have independently selected. They show they are creative and active learners and staff support them in their learning and development through the provision of a satisfactory balance of adult-led and child-led activities. Interaction is casual and well received by children. However, there is limited use of techniques that encourage children to think and extend their learning. Children are very engrossed in drawing and shows lots of concentration while drawing different patterns and shapes. They become engaged in a conversation about which hand they use to write, and when they eagerly meet the challenge of older children to write with the opposite hand, they are inventive and use one hand to support the other while they proudly do so.

Children show they are developing their problem solving, reasoning and numeracy skills as they announce they can count to fifty and proceed to do so. They complete simple subtractions and confidently recognise smaller and larger quantities. Children's knowledge and understanding of the world is developed as they celebrate Chinese New Year by making a dragon head and tasting Chinese food. Children participate in planting and growing activities. For example, as an extension to an activity at school they plant and tend sunflower seeds and grow cress. They learn about the benefits of recycling as they make a 'recycle man' of disused items, and help to recycle different materials.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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