

Funrise

Inspection report for early years provision

Unique reference number EY376282
Inspection date 15/03/2012
Inspector Fiona Robinson

Setting address St. Francis C of E Primary School, Aiken Road, SWINDON,
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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*.

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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

Funrise was registered in 2005 and operates from two rooms within St Francis Church of England Primary School, Swindon in Wiltshire. There is disability access to the building. Children have access to a fully enclosed outdoor play area and have the use of the school hall, ICT suite, food technology room and field. Support is provided for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. Funrise may care for no more than 40 children under eight years. Of these, not more than 40 may be in the early years age group, and of these, none may be under three years at any one time. There are currently 82 children on roll, of whom 13 are of early years age and 24 are between five and eight years. It is open each weekday from 7.30am to 9am and from 3.15pm to 6pm, during term time. The setting is also open from 8am until 6pm during the school holidays. All children come from the host school and attend for a variety of the sessions on offer. There are six members of staff who work with the children. Of these four hold a National Vocational Qualification (NVQ) at Level 3 or the equivalent; two are working towards a NVQ at Level 3; one holds a BA (Hons) degree in Early Years and Science; and one is working towards a degree in Early Years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a good setting. Most children achieve well in a bright, stimulating environment and enjoy participating in a wide range of interesting and well-organised activities. Staff take into consideration the children's individual needs and interests and very skilfully develop children's knowledge of keeping healthy and safe. There are outstanding links with parents and carers and information is shared effectively with the host school. Children behave extremely well and are included in indoor and outdoor activities, although opportunities to use technology are limited. The manager and staff evaluate the provision well and demonstrate a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop problem solving and investigatory experiences in the outdoor environment
- develop further the range and use of technology to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff safeguard and promote children's welfare extremely well. They have an excellent awareness of safeguarding and child protection issues. Comprehensive policies and procedures are implemented fully to ensure children's safety. Security is given a high priority and parents and carers are familiar with the rigorous procedures for the collection of the children. There are robust staff recruitment and vetting procedures to ensure that adults working with, or having contact with the children, are suitable. Risk assessments are carried out regularly to keep the indoor and outdoor environments safe. Staff are deployed very effectively to ensure children are supervised at all times. Fire evacuation procedures are practised regularly so that staff and children are familiar with the routine. Children have access to a wide range of very well-maintained resources and equipment. The manager and leadership team have a clear vision and strong ambition and drive for improving provision further. There are good self-evaluation systems in place which have a positive impact on the children's experiences. Staff value the views of parents and carers, as well as those of children, when identifying areas for development. Good progress has been made in addressing the recommendations of the previous inspection. Children's activities are well-organised and key staff are fully involved in monitoring and evaluating the children's progress. They have a clear idea of the areas for improvement, such as increasing opportunities to share information about how well children are learning and developing with staff at the school. Staff make effective use of a good range of resources to meet most of the needs of children. Planning shows that opportunities for children to develop their problem solving and investigative skills and experiences in their outdoor environment are not fully developed. Technology resources, such as the digital camera, are used less frequently in activities. This limits the development of the children's skills to record and share their experiences with one another. Staff promote equality and diversity to an outstanding level and ensure that children integrate very well in their activities. Children gain an excellent appreciation of the wider world through festivals such as the Chinese New Year and practise their Chinese writing, food tasting and dancing as part of the celebrations. Partnerships with parents and carers are outstanding. They are very familiar with the policies and procedures of the setting. Parents and carers feel staff are very caring and approachable and their children enjoy the activities and experiences in a stimulating environment. They are kept fully informed of their children's progress and value opportunities to view their children's 'Learning Journeys' with staff. Staff share comprehensive information with parents and carers through discussion, newsletters and a notice board. Parents and carers are very supportive of special events, such as visits to Bristol Zoo, the farm, Cotswold Wildlife Park and sports day. The setting benefits from the use of the host school's indoor and outdoor environments. There are good partnerships with the host school and outside agencies. Staff ensure children experience a smooth transition to and from school.

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

Children experience a good range of well-organised and purposeful activities and achieve well. Staff have a clear understanding of the children's interests and ideas and involve them well in the planning, selection and evaluation of activities. Themes, such as 'Spring', 'Space' and 'Pirates' enrich their experiences. Staff evaluate their planning carefully and use this information, along with their detailed assessments and observations on the children, to help build on their existing skills. Good support is provided for all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, so that they make good progress in their activities. Children are motivated and behave extremely well because staff are excellent role models with high expectations and a consistent approach to managing behaviour. They co-operate very well together as they play and respect the rules and boundaries. They are extremely well-motivated and enjoy helping to plan the sessions and contribute suggestions for new toys. As a result, children make an outstandingly positive contribution. Children develop high self-esteem, initiative and independence, and talk openly about their feelings. They gain an excellent appreciation of the diversity of the world through activities and festivals, for example Harvest, Diwali, Christmas and the Chinese New Year. The setting is developing links with Africa, Spain and Canada and staff tell them about the lifestyles and customs of these countries. Children develop an excellent understanding of keeping healthy and safe. They learn about healthy eating and the importance of taking exercise. They very skilfully climb and balance on apparatus, play ball games and dance to music, which develops their confidence. The children contribute very well to the smooth running of the setting by making healthy choices at snack time and using equipment very safely as they make sandwiches, pizzas and fruit smoothies. They feel extremely safe and secure because of the care and guidance offered by staff. Children benefit greatly from talks on safety from staff and the fire and police services. Children are keen to come to the setting and achieve well. Their communication, language and literacy skills are developed well, as they re-tell the story of the 'Three Little Pigs'. The children design, make and illustrate their own storybooks. They enjoy role play in their fruit and vegetable shop. Most of the youngest children can count to twenty and beyond and recognise two-dimensional shapes in the indoor and outdoor environments. Their creative skills are developed well as they create a colourful spring frieze. Children explain why re-cycling is important and their creative skills are used well as they make space rockets out of recycled materials. Opportunities to practise their computer skills are welcomed. Children enjoy playing computer games. However there are fewer opportunities for children to use resources, such as the digital camera, in activities. Children develop their physical skills very well as they play parachute games. Overall, children are prepared well for future learning experiences because of the good provision and progress they make at the setting.

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	1
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	1
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