

# The Frantastic Club

Inspection report for early years provision

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<b>Inspector</b>	ISP Inspection

<b>Setting address</b>	Holy Family Catholic Primary, Norwood Crescent, Southport, Merseyside, PR9 7DU
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<b>Type of setting</b>	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 Frantastic Club was registered in 2007. It is registered to an individual and is privately run. It serves the local community and operates from Holy Family Catholic Primary School, Southport. The group has use of the school outdoor area. A maximum of 50 children between the ages of four and eight years may attend at any one time. The group opens during some school holidays from 8am to 5:50pm. It offers before and after school care Monday to Friday.

There are currently 75 children on roll, of whom 33 are aged under eight years with five children in the early years age range. There are twelve staff employed to work with the children, all of whom hold appropriate childcare qualifications. The owner/manager is undertaking a degree. The club is registered on the Early Years Register and both the compulsory and voluntary Childcare Registers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

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The setting is well organised to allow children to relax and play after a busy day at school. The staff have good relationships with the children this means that children are confident to explore the setting and choose which activities they take part in. The setting is bright, clean and well maintained and the staff supervise the children well which promotes their welfare. Partnerships with parents and other providers are a key strength ensuring children's needs are addressed and safeguarded. New systems for recording information have recently been introduced, this shows a 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:

- increase the level of pictorial and resources to reflect a broader range of cultural diversity in society

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

Safeguarding is given a high priority with the setting. Younger children are collected directly from the classroom and parents sign the register when they collect their children. Discussion with the keyworkers show that staff are knowledgeable about the procedures to follow should they have any concerns about a child in their care.

All the relevant documentation required for the safe and efficient management of

the setting are in place, regularly reviewed and very effective in safeguarding children. The setting has recently developed a policy for cyber bullying as children were discussing the use of social networks at home. This shows forward thinking and the capacity to maintain improvement and the impact on children's outcomes.

The setting has established excellent communication with the school in which it is based. This ensures important information is passed from the teachers to the setting staff. Well established links with other agencies enable the staff to support children's needs exceptionally well.

The children's comments and reactions all feed into the setting's evaluation. The staff meet to discuss the provision at the beginning and end of the day to evaluate the session, any concerns, and future activities. Leaders show ambition and drive to improve the provision. For example, training is provided for staff and they are encouraged to study for further qualifications. The recommendations from the last inspection are successfully addressed. The manager works together with the staff to continually improve the setting and offer the children new experiences which follow their interests and extend their learning.

Links with parents and carers are very strong. Parents and carers are very happy with the provision on offer. Those spoken to had nothing but praise for the setting. They receive regular news sheets and their views are sought. Staff are happy to chat to parents when they are collecting their children and this is a useful time for sharing concerns or discussing any issues informally. Contact is also made through the use of text messages and emails. Parents are kept up to date with activities that their child has particularly enjoyed. Parents are able to have an input and to follow the activities up at home.

The manager and staff are very aware of offering an inclusive practice, they are currently updating information sheets in a range of languages for parents to complete. Previously these have been translated into Polish to address the needs of parents. This makes sure all relevant information is gathered, for example, photos of the family, things they like and dislike and what the children are looking forward to.

Children are aware of the range of resources available to them. They confidently ask for what they want as space is limited and the resources cannot be left out due to the nature of the setting. The staff are in the process of creating a catalogue of the resources to aid children who may have communication problems and to enable the children to view the whole range.

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

The warm relationship between children and staff means that the children are happy and relaxed. A good balance of quieter and physical activity is offered. They play with confidence as they access the range of free-flow activities indoors and outdoors. For example, construction blocks on the table where the children concentrate intently on building and the craft table where they have the opportunity to make cards for mother's day.

The setting is suitably organised to promote all the outcomes for the children. Daily routines are used to very good effect to help children learn about keeping themselves healthy and safe. For example, the staff clean the tables and the older children use hats and aprons as they help in setting up and preparing the snack. The staff actively encourage children to wash hands before they sit down for a snack. This is a very social affair and the children chat happily about a range of topics. Children are able to quench their thirst, as drinks are available at all times. The children enjoy the freedom of the outdoor space; exploring and developing their physical skills and enhancing their negotiating skills over the hoops. They play ball games and enjoy running around. The children use the hoops in a variety of ways such as rolling, skipping and as part of their superheroes game. Others enjoy skipping with the older children and staff who give encouragement, counting them in, developing their numeracy awareness as they practice this new skill. Staff join in with the children's play, take time to listen to them and engage in conversations, further extending their vocabulary.

All the children make a positive contribution to the setting through working together on a mind map which allows them to be involved in the decision making process of the setting. This enables them to develop their skills for the future.

The children have a good knowledge and understanding of the languages and cultures within the school setting and take part in celebrations which is helping to develop their understanding of diversity. However, this requires expanding on further to reflect a broader range of diversity and cultures.

## 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	1
The effectiveness with which the setting promotes equality and diversity	2
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	1
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

<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