

Funzone At Feckenham

Inspection report for early years provision

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Inspection date	30/04/2012
Inspector	Becky Johnson

Setting address	Feckenham C of E First School, School Lane, Feckenham, REDDITCH, Worcestershire, B96 6QD
Telephone number	07905472449
Email	lawler-amanda@sky.com
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

Funzone at Feckenham registered in 2011 and is one of four settings which are part of a limited company. The out of school club operates from the main hall and occasionally a classroom at Feckenham C of E School which is located in a village near Redditch in Worcestershire. Children have access to enclosed outdoor play areas.

A maximum of 24 children between three and eight years may attend the setting at any one time. Older children may also attend. There is currently one child in the early years age range on roll. The setting is open each week day from 7.30am until 8.45am and 3pm until 6pm term time only. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 working with the children at all times. The manager has a level 3 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy themselves in this relaxed, friendly environment which is run specifically to meet the needs of out of school children. They enjoy a range of activities which are entirely suitable to the provision. Staff are competent and experienced although on occasions the qualification requirements are not fully met. Good working relationships with parents and the school have been developed. The setting is able to identify areas for improvement, although formal systems to support this practice are not yet fully in place.

What steps need to be taken to improve provision further?

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

- ensure that half of all other staff, in addition to the manager, hold a full and relevant level 2 qualification (Suitable people).
- 18/05/2012

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

- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded within the setting because staff understand their roles and responsibilities in protecting the children in their care. Child protection policies and procedures are clearly understood and staff attend safeguarding training to support this. Robust recruitment and vetting procedures ensures that staff working with the children are suitable. All staff hold or are working towards appropriate qualifications. However, due to recent unforeseen circumstances there are some occasions when these fall short of the legal requirements. Due to the small number of children in the early years age range who currently attend, this does not impact on their care and safety. Children are safe in the setting because staff are able to identify and minimise potential hazards and the use of risk assessments and daily check lists ensures that the premises are safe and secure. All required documentation is in place. A range of supporting policies and procedures enhances the good practice and ensures the safe and efficient management of the provision.

Staff show obvious enjoyment of being with the children. Their energy and enthusiasm is evident and this results in a setting which children obviously enjoy attending. The provider is very supportive and is committed to ensuring the best possible outcomes for children. The premises are used to their full potential to give children access to fresh air and outdoor activities on a daily basis. Staff are well deployed to allow children to move safely between activities. This ensures that they are supervised and supported at all times. Staff work cohesively together and support each other to ensure the setting runs smoothly and efficiently. The manager has identified some areas in which improvements need to be made. However, systems such as the use of the self-evaluation form are yet to be fully implemented to ensure that improvement is sustained.

The setting is pro-active in fostering partnerships with parents, carers and other professionals. Staff spend time at the end of every session chatting to parents and exchanging information. Parents' views are sought through the use of questionnaires. Comments are positive. They say that children are happy and don't want to leave and that staff are easy to communicate with. Strong links with the school are being forged to help to further develop continuity in children's learning. Teachers are invited to come into the group to see the children and they comment in children's learning journals. Social events such as pancake day when parents and school staff joined the children to make pancakes further enhances the relationships between the setting and other people involved in children's lives.

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

Children are happy and settled as staff create a comfortable and relaxed environment for them which helps them to develop a sense of belonging. They fully understand that at the end of the school day children need time to relax and spend time with their friends and appropriate time is given to this. The setting is

totally child orientated and staff endeavour to ensure that children have fun and enjoy all aspects of their time here. Planning is very flexible to provide a session that contains suitable periods of time where children mainly follow their own-initiated ideas as well as some adult-led activities. Younger children's achievements are recorded in learning journals which they are very proud of. They stick in their own photographs and write captions describing what they have done. Staff interact positively with the children and join in their games when asked. For example when supporting children to play the animal sounds game. Through their interaction with the children staff draw out learning and ensure appropriate levels of challenges are available for all.

Children especially enjoy building dens and ask for these as soon as they arrive. Once the den is erected they spend time chatting happily to each other and sharing details of their day or playing games such as 'Who am I' guessing the name of the person that is fastened to a headband they are wearing. Other children sit quietly, playing table top games, looking at books or constructing models. Children especially enjoy writing in the creative writing book where they can record stories, factual events or practise their letter formation. Music and dancing is a firm favourite and children ask for the music they want to listen to then sing along at the top of their voices. Children learn about events that happen in the wider world. They are currently learning about the origins of the Olympics and have made Olympic torches for their display. They celebrate festivals from other countries such as Chinese New Year. They enjoy tasting different foods including shredded beef, sweet chilli sauce and prawn crackers and make Chinese lanterns and dragons.

Children feel a sense of belonging and develop self-esteem as they work harmoniously both with and alongside their peers. Older children care for their younger peers and they play beautifully together sharing toys and helping them to use the magic set. Behaviour is good and staff reinforce this through positive praise and a certificate reward system. Children have developed 'Golden rules' such as 'treat others as you would like to be treated' and they are encouraged to deal with issues themselves as much as possible and tell others how they feel. This gives children ownership of their own behaviour. All children are welcomed into the setting and practice is wholly inclusive. Staff ensure that all children receive individual care and support. This enables them to feel secure and safe in their environment. The setting is a busy, happy place. Children's laughter and enjoyment is evident as sounds of happy children reverberate throughout the building. The underpinning knowledge and life skills that children are learning will lay firm foundations for the future.

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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