

Funkidz Club - St Luke's

Inspection report for early years provision

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Inspector

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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

Funkidz Club - St Luke's registered in 2011. It operates from the main hall and other rooms in St Luke's church complex in Rochester, Kent. There are separate kitchen and toilet facilities. Children have access to a secure outdoor play area. The club opens five days a week, from 8am until 6pm during school holidays. Children attend for a variety of sessions.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club may care for up to 50 children under eight years at any one time; of these, 16 may be within the early years age range. There are currently 20 children under eight on roll, of whom eight are in the early years age group. The club also caters for children who are over eight years.

There are six members of staff employed to work with the children, five of whom hold relevant childcare qualifications. The number of staff present at each session is dependent on the number of children booked to attend.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy the time they spend at the play club and take part in a good range of activities which are generally effective in promoting their all-round development. They make good progress and are exceptionally well behaved and socially aware. A high level of focus is placed on identifying and addressing their individual needs. This results in a positive and inclusive atmosphere, although images and displays do not fully reflect this. Effective self-evaluation supports the manager and staff team to identify and prioritise future improvements. The positive relationships that exist with parents, carers and other professionals encourage a good exchange of information.

What steps need to be taken to improve provision further?

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

- increase the range of posters, pictures and other resources on display to show the settings positive attitudes to disability and to ethnic, cultural and social diversity
- offer greater encouragement for children to explore their own creative ideas in order to produce expressive and individual art work.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to protect children. The manager takes lead responsibility for child protection. She has attended training to support her in this role and has the up-to-date contact details for the local safeguarding team. Staff recruitment procedures include thorough suitability checking. Risk assessments effectively indicate the areas of potential hazard and appropriate precautions are in place. Staff are vigilant in their supervision whilst being conscious of children's need to develop their independence.

The manager and staff team work effectively together. They have a very good understanding of the individual personalities, abilities and preferences of the children in their care. Well thought-out recording systems and working practices are in place. These successfully support staff to provide a safe and efficient service. The views of children are actively sought and they are encouraged to make suggestions of future activities. The manager regularly reviews the service offered to ensure that it continues to meet the needs of children and their families. She demonstrates a strong capacity to promote ongoing improvement and uses the feedback from parents to help identify and prioritise developments.

Children play with a good range of resources that are appropriate for their varied interests, ages and stages of development. The attractive organisation of the hall creates a welcoming child-centred environment, although there are only a few images displayed which reflect diversity. Space is well-organised, allowing children to move around easily and enabling a large range of activities to take place at the same time.

The high level of attention given to respecting children as individuals helps to promote their self-esteem and confidence. The manager fully explores the information gathered from parents about children's ethnicity and religious background to ensure that these are respected in activities and discussions. The club is particularly successful in creating a strong sense of camaraderie amongst children who attend a variety of different local schools.

The manager is proactive in identifying and working with other settings that provide care and education to the children. She has good relationships in place with a number of schools that actively refer parents to her play club. This enables her to obtain and share information relating to children's needs and abilities to support in the planning of activities. Parents receive a good amount of information about the club, including policies, procedures, planned activities and menus. They also receive regular reports on their child's progress. These provide reassurance that children have settled well and highlight any areas where additional support is needed.

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

Children form very trusting and friendly relationships with staff. They are happy, settled and are extremely comfortable with the routines and boundaries in place. Children very confidently express their ideas and share their concerns, for example

asking to have lunch early on a day when they are particularly hungry. The prompt attention they receive helps to reassure them. Children are developing wonderful social skills and their behaviour is excellent. They are extremely considerate of the needs of others, for example taking turns and offering words of encouragement to their friends. They have also adopted a local children's charity and have planned a range of fund-raising events. This helps them to respect and understand the needs of others and to foster their social conscience. These skills support children very effectively to develop skills that will benefit them greatly in the future.

Children have great fun at the play club. They confidently select the toys they want to play with and the activities they want to take part in. They chat happily as they play and use language very effectively to share stories and jokes. They also make good use of the appealing cushioned area where they are able to sit and look at books. Children interact very cooperatively, working together to construct a track for cars using good problem solving skills.

Overall, good opportunities exist for children to express themselves creatively.

They enjoy role-play games and enthusiastically dress up for special events, such as a jubilee party. A table is set up with art and craft materials and children take great care with their work, for example, completing posters and crowns to tie in with the royal theme. However, there is a tendency for children to join in with the activities planned by staff rather than fully exploring their own ideas.

Children's health needs are effectively prioritised. They bring in packed lunches from home and also enjoy a range of nutritious snacks, including a choice of fruit, throughout the day. They have constant access to water and have a choice of milk during snack time. Cooking activities are planned to encourage children to explore foods, learn about nutrition and practice skills, such as weighing and measuring. Children are very independent in their toileting and routinely wash their hands before sitting down to eat. There are lots of opportunities for physical play, both indoors and outdoors. Space is set aside in the hall for children to run around and play with toys such as hula-hoops. Children display good coordination, for example practising their gymnastic moves. They are also developing their throwing, catching and kicking skills using balls in the outdoor area. Staff skilfully support children to appreciate the natural world and enjoy the fresh air.

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	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