

Funtastik

Inspection report for early years provision

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Inspector

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Setting address

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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

Funtastik has been running since 1997, however, was re-opened in 2010 due to a change of premises. It is managed by a voluntary committee and operates from two areas within Sandals Children's Centre in the West Lane area of Baildon in Bradford, West Yorkshire. The out of school provision is open each weekday from 3.20pm to 6pm, term time only. Children have access to an enclosed outdoor area.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 30 children aged from three years to under eight years. There are currently 60 children on roll, of whom four are in the early years age range. The setting employs four staff who work directly with the children. Of these, all the staff hold appropriate early years qualifications. The out of school provision supports children with special educational needs and/or disabilities, and children with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where they make good progress in their learning through all areas of play. Children take part in a good range of activities which are generally well planned according to individual interests to promote awareness of diversity and inclusion. Good leadership and management help build an effective staff team. The management team are the driving force behind the ongoing self-evaluation and show a good commitment to continuous improvement. There are good partnerships with parents in most areas and the club has good links with the school.

What steps need to be taken to improve provision further?

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

- ensure children's starting points and next steps are clearly identified and recorded in order to monitor their progress
- develop opportunities for parents to contribute in children's profiles.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of their responsibility to safeguard children from harm. The club has a clear, detailed safeguarding policy and the manager is the designated person for this area and will take the lead if concerns about children's safety arise. All staff have attended safeguarding training and this is updated on a regular basis. Staff learn about the internal procedure routinely as part of their induction and acts accordingly to keep children safe. The security of

the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out daily throughout the areas accessed by children and staff. Any safety issues are passed to the manager who acts efficiently to address these. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe and all these are reviewed annually. Risk assessments are also completed for all outings that children are taken on.

Staff receive an informative induction and all suitability checks are carried out, according to requirements. All paperwork is in place and is well maintained. Policies and procedures outline the service provided. Effective staff deployment means that all children are well supervised and supported. Staff are clearly identifying the setting's plans for future development. The management and staff team are committed to continuous improvement; and encourage parents and children to contribute to the self-evaluation process, which is ongoing. The action raised during the previous inspection regarding first aid training and certificates is effective in terms of improved provision and outcomes for children.

There is a good range of toys and resources available throughout the setting. These are suitably organised and allow children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world and their local community. Children celebrate a number of different cultural festivals, where they make a selection of cards to support the celebration and also taste food associated with the country.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the setting about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Parents are welcomed into the setting to share their skills and knowledge to support children's learning. However, parents are not yet fully involved in contributing to the assessment of their child's progress. Parents complete regular questionnaires and when spoken to give very positive responses to how happy they are with the care their children receive whilst attending the setting. The setting gets opportunities to talk to parents daily and they also receive regular newsletters and also through open evenings for new children coming into the school and offers them a settling-in period.

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

Children are very happy and enjoy accessing the child-centred environment; there is good emphasis on child-led activities with age-appropriate toys, resources and activities. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Staff are on hand to support and encourages learning during play; they interact well with children building on what they know and can do. Overall, children are well motivated and demonstrate that they are making good progress

towards the early learning goals.

Observations and assessments are developing well; all areas of learning are clearly recognised and linked to the child's development and are enhanced with some photographic evidence. However, children's starting points and next steps are not clearly identified. Planning is completed and very flexible and is set around children's own interests and what they want to do after a day at school. Children are encouraged to contribute to planning through writing on a board available to them, their ideas for activities.

Children of all ages develop their creativity and are provided with good daily opportunities through free painting and craft making. Children enjoy sewing their cup mats for their parents at the sewing club and are keen to show them to their peers and friends. Communication, language and literacy are fostered throughout the setting. All children can access a good selection of books both fictional and non-fictional and these are arranged in a comfortable area within the setting, encouraging children to relax and enjoy reading. Children read to their friends and staff and use props to tell the story and are encouraged to give them names associated with the book they are reading.

The children get daily opportunities to play outside in the well-resourced area as well as the school playground. Children are keen to develop their imagination in the traveller's caravan that they access and also run around playing tag and hide and seek. Children also go out into the community they go for walk to the local parks and also into the nearby woods where they hunt for insects and play games. They also enjoy playing with the musical instruments, and play tunes on the electronic piano and bells, as well as on occasions watching a film on the television in the cosy area where they can 'chill out' and relax with their friends.

They are provided with healthy snacks after school of fruit, raw vegetables, rice cakes, yoghurts and crackers, which they help prepare. Children learn about good hygiene through the following of good procedures with clear explanations of why we wash hands and ensure the prevention of cross infection to children through the use of paper towels. Children are learning to keep themselves safe through the regular practising of the emergency evacuation drill and staff talk to them about road safety and stranger danger along with visits from the local emergency services.

Children's behaviour is good and staff act as positive role models offering consistent praise and support, which raises their self-esteem. All children use good manners as they speak to each other and the staff and follow their own club rules that they display on the walls. Children play in a friendly and welcoming environment.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met