

# FUN 4U2

Wath Central Primary School, Fitzwilliam Street, Wath-upon-Dearne, ROTHERHAM, South Yorkshire, S63 7HG

## Inspection date

13/09/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Every practitioner has a good awareness of how young children learn. Planning and assessment systems are rooted in a secure knowledge and understanding of the Early Years Foundation Stage. As a result children enjoy a varied and interesting range of activities both in and outdoors which promote their learning and development well.
- Children are happy, settled and share warm, friendly relationships with staff and their peers. They show good levels of independence, curiosity and imagination and demonstrate a strong sense of belonging.
- Practitioners use consistent and clear boundaries for children who develop a good understanding of acceptable behaviour. Older children demonstrate tolerance of younger ones and helpful attitudes to each other.
- The manager carries out regular performance monitoring and makes sure each practitioner has an individual training and professional development plan that motivates them and improves their practice.

### It is not yet outstanding because

- On occasion, opportunities for some practitioners to extend children's speaking skills are missed because they do not always use children's comments to inform and shape the direction of discussions.
- Opportunities for children to extend their play and learning in the book area and engage with a range of story props such as, puppets, pictures and objects is sometimes

variable.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

### **Inspection activities**

- The inspector observed activities in the main hall and the outside learning environment.
- The inspector spoke with the manager of the provision and practitioners at appropriate times throughout the observations and at the end of the session.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the club, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and in information included in the self-evaluation form.

### **Inspector**

Tara Street

## Full Report

### Information about the setting

Fun 4U2 is an out of school and holiday club, which has been in operation since 2007 but was re-registered in March 2012 as a limited company. The club operates from the main school hall of Wath Central Primary School in Wath-upon-Dearn in Rotherham. Children have access to a secure enclosed outdoor play area. A maximum of 32 children aged under eight years may attend the club at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 14 years. The club is open Monday to Friday from 7.45am to 9am and from 3pm to 5.45pm during term time, and from 8am to 5.45pm during school holidays. The club serves children who attend the host school and Our Lady and St Joseph's, Wath Church of England and Victoria Junior and Infant schools. Children attend for a variety of sessions.

There are currently 40 children on roll. Of these, 18 are under eight years and of these five are within the early years age range. The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. Of these, one holds a level 6 qualification, three hold a qualification at level 3 in early years, one is currently working towards a level 3 qualification and one is working towards a level 2 qualification in early years. The club receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance children's learning and development by ensuring all staff consistently value children's contributions and use them to inform and shape the direction of discussions.
- review and further develop the book area to ensure it is an attractive space where children and adults can enjoy books together. Include story props such as, pictures, puppets and objects, to encourage children to retell stories, and to think about how the characters feel.

### Inspection judgements

### **How well the early years provision meets the needs of the range of children who attend**

Children make good progress in their learning and development as they enjoy their activities and have formed trusting relationships with the practitioners. Planning responds to children's individual interests and links effectively with their school activities. Children's learning and development records are well presented and their individual progress is recorded through evaluative comments and annotated photographs. Practitioners support children's learning very well as they understand the needs of each child in their care. This enables practitioners to provide sensitive support through effective questioning techniques and additional challenges. As a result children are progressing well towards the early learning goals over time, given their starting points.

Children's early writing skills are developing well. They eagerly label their own work and practice emergent writing in a variety of situations indoors and out. For example, they confidently write their name in the sand tray and on art work. They regularly enjoy a graffiti wall activity where they practise their writing skills with practitioner support. Children's language development is fostered well through regular conversations at snack time and during activities such as a role play travel agents, bug hunts, board games, bracelet beading and team games. As a result children's vocabulary is within the developmental milestones for their age. Practitioners effectively introduce new words such as, 'zipping', 'zooming', 'near' and 'far' when reading stories chosen by the children from the store cupboard. They often repeat phrases back to the children to consolidate their vocabulary such as, 'That's right the gymnast is going high'. Spaces are created both indoors and out where children can sit quietly and chat with their friends. However, the book area is not always organised and resourced attractively enough to encourage children and adults to enjoy books together, or to utilise a range of story props such as, puppets, pictures and objects to support children to retell stories, and to think about how the characters feel.

Practitioners effectively engage and motivate children because they are enthusiastic in their roles and plan suitably challenging and stimulating activities. Most regularly listen perceptively to, carefully observe and skilfully question children during activities in order to re-shape tasks and explanations to improve learning. On occasion, however, practitioners do not grasp opportunities to extend children's speaking skills when they are using role play props such as the telephone.

Children frequently count during games and activities. They have good opportunities to recognise numbers and learn simple calculation through educational computer programmes and board games. They confidently solve problems as they design and build models with a wide range of construction materials and as they work out how to fit pieces of a jigsaw puzzle together. They happily count how many arctic animals they have in the water tray and compare the different sizes and shapes. As a result, children use mathematical vocabulary with confidence.

A detailed information pack that makes sure that parents and carers receive good quality information is provided when a child starts at the club. Children's individual starting points on entry and play preferences are also recorded, which helps staff plan for their individual

needs. There are good opportunities for parents and carers to regularly discuss their child's progress with staff as they drop-off and collect their child and to view their learning and development record. This helps parents and carers to understand how to support their children's learning at home.

### **The contribution of the early years provision to the well-being of children**

Children settle well upon arrival and show a strong sense of belonging as they confidently put away their coats and bags and chat eagerly to practitioners about their day's news. They have access to a good range of resources and activities, which have been put out in readiness for their arrival and are based on their interests and personal requests. They are confident in making their own choices and independently find what they would like to play with, or choose more resources from the store cupboard in the room. They happily play in harmony together, supporting, sharing and taking turns. Children receive lots of praise and encouragement and respond well to practitioner expectations, and as a result, they are polite and very well behaved. A sense of responsibility is actively encouraged. For example, older children support younger ones and those who have recently started to attend the club. In addition, children relish opportunities to help practitioners by taking on roles such as helping to tidy away outside equipment or filling water containers.

Positive relationships with key persons and practitioners make a major contribution to children's happiness, enjoyment, well-being and independence. Practitioners are quick to spot any children who are concerned or upset, supporting them sympathetically and effectively. Relationships between children are good and they play together cheerfully, sharing ideas and equipment sensibly. Older children often help younger ones, join in their games and are very caring towards them. Children have a good awareness of how to stay safe as practitioners use everyday opportunities to reinforce their knowledge and understanding. They are reminded about how to keep themselves safe whilst playing outdoors and that they must not leave the hall without telling a member of staff.

Children are active, inquisitive and independent learners, which contributes effectively to helping children develop good skills for the future. They enjoy a wide range of opportunities to be creative such as, dressing up, dough play, crayons, glitter, painting, exploring bubbles and collage activities.

Children enjoy a positive social experience when they eat breakfast and snacks as they confidently chat to their friends and practitioners and share aspects of their school day. Children have a good understanding of personal hygiene and develop good habits, such as hand washing before snacks. The club promotes healthy eating and encourages children to eat fresh fruit and vegetables at snack time. For example, children confidently make their own snacks from crackers, butter, cheese, ham and clementine's, which effectively promotes their self-care skills. Children thoroughly enjoy their play outdoors which provides good opportunities to extend their physical skills. They play with bats and balls, skipping ropes and large building blocks as well as participating in games of hide and seek, rounders, tennis and mini golf.

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

## provision

Practitioners work well together as a team, warmly interact with children and respond to their individual needs. They have a good understanding of their roles and responsibilities and effectively promote an inclusive environment where children learn to respect themselves and others. Practitioners are fully committed to improving outcomes for children and demonstrate a positive attitude towards the sustained and continuous improvement of the club. Systems to monitor and evaluate the club's strengths and areas for development are in fully in place and are regularly updated to provide practitioners with a complete picture of the out-of-school provision. Parents, carers and children's views are sought regularly and information gained is used to influence future planning. The manager monitors staff performance formally through appraisals and informally through ongoing observation of practice. All staff have access to ongoing professional development opportunities and training based on their identified needs to ensure their knowledge and skills are regularly updated. There are effective systems in place to observe, assess and monitor each child's progress and to ensure that the good range of experiences offered are appropriate for children's skills, abilities and interests.

Practitioners keep parents and carers fully informed about their child's day, ensuring that any information received from school is passed on to them on the same day. A parents' notice board ensures that parents and carers have access to information about the running of the club. For example, their registration certificate, public liability insurance, key worker groups and snack menu are displayed. Parents and carers are also able to access the club's policies and procedures at each session. Children benefit from the warm and relaxed relationships that have been established between their parents and the practitioners. Parents speak highly of the club and comment on the caring and friendly practitioners. They also said that their children are happy, safe and enjoy a wide range of activities. Practitioners have worked hard to build a strong relationship with additional agencies and the host school which promotes further support for all children and ensure their continuity of care.

Practitioners have a secure understanding of the club's safeguarding children procedures, which helps to protect children from harm and neglect. Parents and carers are advised of the club's legal responsibilities as the robust safeguarding procedures are effectively shared. Practitioners and the manager regularly attend safeguarding training and are able to identify concerns regarding a child's care. Vetting procedures for practitioners are prompt and effective ensuring they are suitable. Detailed risk assessments and daily checks contribute to the environment being safe, secure and free from hazards. Children's safety is effectively promoted through careful supervision of their activities and reminders from practitioners to play safely. The play environment and resources are well-organised to provide children with a good range of enjoyable and interesting activities which promotes their feelings of safety.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444082
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	785124
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	5 - 18
<b>Total number of places</b>	32
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Fun 4U2 Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07884 072141

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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