

St Anne's Fun House

St. Annes C of E Primary School, Wyre Hill, BEWDLEY, Worcestershire, DY12 2UQ

Inspection date	10/10/2012
Previous inspection date	30/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The setting is very well resourced to provide children with a range of activities which enhance development in all areas of learning.
- Children are fully involved in the running of the group and their views and comments are actively sought and valued.
- Staff's knowledge and understanding of child protection policies and procedures ensures that children are well protected in the setting.
- Partnerships with parents and other settings are strong to provide consistency and continuity in children's care and learning.

It is not yet outstanding because

- The organisation of staff at the start of the session does not always ensure that all children's needs are met during this time.
- Risk assessments are not always fully or effectively implemented for the use of new equipment.

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 children and activities in all areas of the setting.
- The inspector had discussions with the deputy manager and key persons.
- The inspector checked documentation and children's assessment records.
- The inspector spoke to parents and gathered information from parental questionnaires.

Inspector

Becky Johnson

Full Report

Information about the setting

St Anne's Fun House opened in 1996. It operates from a self-contained bungalow within the perimeter of St Anne's C of E Primary school in Bewdley. An enclosed outdoor area and the school fields are used for outside activities. The club is managed by a voluntary management committee and has a committee of parents who meet regularly.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 90 children aged from five to

11 years on roll at the after school club and the holiday club. Of these, 18 are in the early years age range. Sessions operate from Monday to Friday between 7.45am to 9am and 3.15pm to 6pm during term time, and 7.45am to 6pm during school holidays. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities.

There are ten part-time staff working with the children on a roster basis, eight of whom hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- re-assess the risks to children with regard to the outdoor swing
- review the staffing arrangements at the beginning of the session to ensure all children's needs are met.

Inspection judgements

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

Children are well motivated and eager to join in the range of activities available. This is because staff include them in making choices and involve them in the running of the group. They attend weekly 'stay and play' council meetings where they openly discuss any issues with staff and activities they would like to be included the following week. For example, they want to change the 'beach' area into an 'army base'. Staff assess children's individual learning and development needs through the use of observation and assessment. They link observation to the 'Development Matters' documentation and use this to plan activities that will move children forward to the next stage in their learning and development. Parents are asked to complete an initial 'passport to play' document before children start. This informs staff of children's likes and dislikes, stage of development and additional general information. Staff use this to ensure children access suitable activities that they will enjoy. As a result, they settle quickly and happily into the group. Parents are encouraged to continue to share children's achievements from home and staff see this as a positive way of involving them in their child's learning and development.

The ethos of the setting is that children learn through play and experience. Staff support children in their learning. They provide a wide range of adult-led and child-initiated activities and are always close at hand to support and extend children's play. Children often seek out staff to join in their games, for example, when playing the headband

guessing game and with the hairdressers set. Children are developing well in all areas of learning. They benefit from daily opportunities to play outside and confidently use equipment, such as the balancing rope bridge and the small climbing wall. Creative activities are a firm favourite and children shout with delight as they delve into the mounds of shaving foam sprinkled with glitter that staff have prepared for them, searching for the spaghetti strands buried within. They draw and paint and take delight in showing their pictures that staff have displayed around the room. Tiles that children have painted to welcome people to the group are displayed around the wall in the entrance area. This gives children a sense of belonging and develops their self-esteem.

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

The successful implementation of the key person system ensures that children are well supported and feel safe and secure. They demonstrate this feeling of security as they actively seek out staff for reassurance and involve them in their play. Children form good relationships with their peers and play happily alongside them. They support each other and help each other to complete tasks, for example, when building with the construction and playing the driving DVD game. Children's behaviour is generally good. They have implemented a 'gem jar' system to reward good behaviour. Children who behave well are given a gem to place into the jar and their name is displayed. When the jar is full all children who have contributed meet together to choose a new resource. Children have written their own club rules and these are displayed around the setting.

The beginning of the session is quite chaotic. Older children arrive first and the volume of noise is very loud as they let off steam. This soon diminishes when they go outside, however there is a tendency during this time for younger children to not be heard or to fully join in the activities as staff are occupied elsewhere collecting children and preparing snack. Children's health is well promoted. Snacks, a fruit bowl and drinks are available at all times. Children learn about healthy eating as they grow vegetables in the garden. Good hygiene routines are in place and children remind each other to wash their hands before sitting down to help themselves to their snacks. Staff have implemented an eco club and all children are now 'eco warriors'. They recycle and re-use resources wherever possible and are mindful about turning off lights and taps.

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

Children are well safeguarded as staff have a very good knowledge of their roles and responsibilities in protecting the children in their care. The premises are safe and secure and systems are in place to update the risk assessment to include new resources and equipment. However, this is not always totally effective. For example, a new addition to outdoors is a rope swing which children have requested. Although this has been risk assessed and is supervised when younger children are using it, older children become very excited at times and push it extremely high and with great gusto into the nearby fence. As a result, younger children could potentially be knocked over. Children wear safety helmets when using the swing, however, some of these are not fit for purpose and the buckles do not fasten. Stringent systems are in place to check any games and DVDs that children

bring from home. If the age restriction is not clearly shown then staff do not allow children to play them. Recruitment procedures are robust. All staff are checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to identify any areas for improvement and staff are encouraged to extend their knowledge and expertise by attending training. Partnerships with parents are good. Parents are valued and their views are sought and acted upon. They are happy with the setting and comments received are very positive. They say that children are happy to be here and that staff are welcoming and helpful.

All staff are experienced and dedicated and show obvious enjoyment of being with the children. They all share a vision for the future and are involved in the self-evaluation process. They identify the strengths and weaknesses of the provision and develop action plans to move the setting forward and ensure that improvement is maintained. Children and parents are also involved in the self-evaluation process. Partnerships with the school and the pre-school are good and staff work closely with them to ensure that all children are fully supported and to provide continuity of care and learning. Equality of opportunity is promoted and all children are welcome in the setting. Resources throughout the setting promote positive images of diversity and help children to learn about the wider world and value differences.

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
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

Unique reference number	205447
Local authority	Worcestershire
Inspection number	818021
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	90
Name of provider	St Anne's Stay & Play Ltd
Date of previous inspection	30/01/2009
Telephone number	01299 400116

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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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