

Newby Fun Factory

Newby & Scalby Primary School, The Green, Scarborough, North Yorkshire, YO12 5JA

Inspection date

15/10/2012

Previous inspection date

08/10/2008

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

- Staff work across school and setting meaning that there is continuity in children's care and learning.
- Planning builds on school activities and strengths of staff meaning that children's learning is reinforced.
- Children interact well together and are given responsibility to look after each other, improving their self confidence and supporting their social development.
- The effective key worker system which includes sharing of information between school and setting means that parents only have to give information once and children's developments are shared with them through a single record.
- The setting undertakes a bi-annual review conducted by an external consultant, which means that the setting has an accurate assessment of itself has identified areas for improvement with an action plan in place.
- The setting adapts the provision to ensure children with disabilities are well integrated and can access activities.

It is not yet outstanding because

- Although day-to-day observations are used in planning, examples of children's work in their files are not clearly annotated to reflect the stage of development and next steps in learning.

- The current review does not fully reflect all the areas of the revised Early Years Foundation Stage.

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 toured the premises.
- The inspector observed the children and staff.
- The inspector viewed a sample of policies, procedures and records.
- The inspector interviewed the registered person and the leader of the setting.

Inspector

Geoff Dorrity

Full Report

Information about the setting

Newby Fun Factory out of school club has been operating since 1995 from the premises of Newby and Scalby Primary school. It is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The Fun Factory is open to children who attend Newby and Scalby Primary school. They have access to a purpose built room, corridor and toilets. Externally the provision has access to playing fields and a

hard play area all year round.

During term time children attend mainly from the school both before and after school opening times. In the holidays children come from a wider area. The club is open during term time, Monday to Friday, from 8am to 8.45am and 3.15pm to 6pm. In the holidays it is open Monday to Friday from 8am to 6pm. The club provides care for 52 children aged from four to 12 years. At the time of inspection there were 170 children on roll, of which 12 were in the early years age group. Not all children attend all of the time.

The Fun Factory is a charity employing six full time staff members and the services of volunteer helpers on occasion. One member of staff has a degree in early years provision, one has level 5 in childcare, and is working towards Early Years Professional status, with the others holding level 4, level 3 and level 2 qualifications. One member of staff is currently unqualified. The provider is a member of the '4 Children' organisation.

What the setting needs to do to improve further

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

- ensure examples of children's work in their files are clearly annotated to reflect the stage of development and next steps in learning
- ensure the commissioned review fully reflects all the areas of the revised Early Years Foundation Stage to aid target setting and improvement.

Inspection judgements

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

Children make good progress in the club. Staff observe and plan to meet their needs. They know the children well as they also work with them in school, so have a good knowledge of their stage of development and support their next steps in learning. Observations are shared between the setting and school, and both contribute to the child's learning story. For example, a child who was reversing numbers in school was then supported at the club to practise this, with good results. There is an appropriate balance of adult-led and child-initiated activities. Effective planning covers the learning areas for each child within themes and topics. These are initiated from work being undertaken by the children in school and so provide a continuity in, and reinforcement of, their learning. Each topic is enhanced by using the strengths of individual members of staff, which extends the children's experience.

The indoor environment is organised into separate areas, such as a quiet area, for relaxation and a creative area for art and design. This had been identified as an area for improvement in their development plan. Displays of children's work support learning, with labelling to develop language skills effectively. Children use these as a stimulus for imaginative play. For example, the current theme of 'All about me' is reflected in a display about families, which children look at and then move into role play of parent and child. As part of the same topic, children are learning about pets. Children enjoy making models of their chosen pet, such as a parrot. Staff provide a good range of resources for the children to freely select to make models, and reference books for them to extend their knowledge of animals. Staff use the children's own knowledge and backgrounds well to learn about and value other cultures. For example, during a themed week around cultures and countries, a child of Pakistani origin teaches other children her national anthem.

The outdoor area is used extensively. Large equipment enables children to develop their physical skills well. Children play well together, and often activities are child-initiated. A dance activity evolves out of a child exploring equipment and asking what particular mats were used for. Older children explained, got out the mats and compact disc player, and began to teach the younger ones some dance moves. Staff then extended this by introducing counting out the beat of the music. Resources are provided effectively to enable children with additional needs to access activities, such as the provision of a large ball with a bell inside to enable a child with sight impairment to join in a ball game.

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

Because staff work across the school and the setting, the key person system works well. The key workers interact with the children and are the first point of contact for the child, their parents and school. They find out about the preferred activities, likes and dislikes of their key children, using the information gathered by the school, meaning parents only have to give information once. Children are forming appropriate bonds and attachments and school have noted an improvement in the transition period due to the staffing arrangements.

Children work well and socialise together across the age ranges. Staff promote responsibility when asking children to look after one another. Older children help younger children, showing them where particular resources are. Children's behaviour is good. There are clear policies and procedures, and children are aware of the boundaries. Agreed rules displayed on the walls are followed by the children. Staff reward good behaviour with smiley faces on the white board which develops children's self esteem and is a public recognition which is shared with parents. Children are competent at managing their personal needs. They have healthy snacks, such as fruit and drinking water is always available during the session. The outdoor area is freely accessed, and staff promote exercise, particularly in the early part of the session as children come in from their day at school.

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

The children are safeguarded well through robust recruitment and selection processes. Staff know the procedures to follow in the event of a child being abused. Risk assessment is in place and the maintenance of the premises and management of the safety systems is good. Children wear wrist bands with contact details when in the wider environment. The leader ensures that staffing requirements and ratios are met within each session. Accident and medication records are maintained and signed by parents and a copy retained. This means children feel safe and secure in the setting. Policies and procedures are reviewed at staff meetings and implemented by staff effectively. The management demonstrate a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage and all staff have undertaken training. Regular meetings allow staff to explore ideas and contribute to the development of the provision and activity planning. The provider and the leader monitor the delivery of the educational programmes, planning and assessment well, through regular reviews and observations.

There is strong partnership working particularly with the school. The setting works closely with children's services who commission care places from them. In order to meet the individual needs of children the club has accessed autism training, employed additional staffing, and adapted resources to enable inclusion. Links with parents are good. Delivered in partnership with the school, parents are kept informed of their child's progress through the home learning booklets which staff contribute to. There is also a verbal exchange of information at arrival and collection times with key workers passing on any information to school.

Effective appraisal and supervision systems are in place. The provider line manages the leader and each senior member of staff supervises a team member every term. This identifies what is going well, not well, and individual training needs. During appraisal, objectives, actions and learning and development plans are agreed. This process, along with the bi-annual audit, the setting action plan and development of new initiatives, guides the training accessed by staff. The provider assesses the effectiveness of this on practice through formal and informal observations. The provider has commissioned a bi-annual external review. This clearly identifies areas for improvement and an action plan is in place. As this was last carried out in 2011 it does not yet fully take into account the requirements of the revised Early Years Foundation Stage but this is planned to be incorporated in the self evaluation process at the next review.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	400240
Local authority	North Yorkshire
Inspection number	819228

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	60
Number of children on roll	170
Name of provider	Newby Fun Factory
Date of previous inspection	08/10/2008
Telephone number	01723 500511

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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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