

Barney's Fun Unlimited

Barnburgh Primary School, Church Lane, Barnburgh, DONCASTER, South Yorkshire, DN5 7EZ

Inspection date

08/11/2012

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

- Children are happy, motivated and eager to learn. They show high levels of independence, curiosity and imagination and have good relationships with practitioners.
- Children's play is well supported and extended by knowledgeable practitioners who provide an enabling environment for all children to engage in purposeful play. This means children make good progress in all seven areas of learning.
- Practitioners are good role models and use consistently applied strategies, providing clear guidance for children about what is acceptable behaviour. Therefore, children listen and respect staff and each other.
- Practitioners have strong relationships with parents and other professionals who are involved in the care and learning of the children. This ensures all children receive relevant support and continuity in their learning and development.

It is not yet outstanding because

- Although the setting evaluates the service it provides for children it does not use the information gained to target specific areas for further improvement.
- Procedures for reviewing staff performance and professional development are not yet fully developed.

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 took into account the views of parents and carers spoken to on the day.
- The inspector observed children during activities indoors and outdoors.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the registered person and staff at appropriate times throughout the inspection.

Inspector

Liz Nicholson

Full Report

Information about the setting

Barney's Fun Unlimited registered in 2012 and operates from Barnburgh Primary School in Barnburgh, Doncaster. The club operates Monday to Friday, providing after school care from 3.30pm to 6pm, during school term-times only. Children are cared for in the hall and associated areas within the school. Outdoor play facilities are available with access to the school playgrounds and playing fields. There are currently 32 children on roll, of whom

seven are in the early years age group. The club supports children with special educational needs and/or disabilities.

The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club employs two members of childcare staff who are qualified to level 3. The setting 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:

- develop further the systems for self-evaluation to inform the settings priorities and set challenging targets for further improvement
- develop the systems to review and support staff performance and development.

Inspection judgements

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

Effective communication between practitioners, parents and teachers at the school enables the setting to plan for and meet the needs of the children attending. Practitioners understand the areas of learning of the Early Years Foundation Stage, which enables them to provide a wide range of resources to cover all seven areas of learning. This ensures children enjoy their learning and have the opportunity to independently explore a variety of activities of their choosing. As a result, children are engaged in purposeful activities and are able to relax after their busy day at school. Children move freely and engage within their play eagerly. The large outdoor area offers opportunities for children to master and control their coordination skills, as they run and climb upon the balancing beams and enjoy running through the fallen leaves.

Children are forming good relationships with their peers and regard them as their 'friends'. Practitioners listen carefully to children throughout their play and question them to gain their attention and improve their learning. A small group of younger children occupy themselves with role play in the fruit and vegetable shop, using their small muscle skills to operate the till and count the coins for change. Practitioners reinforce mathematical skills with the younger children, supporting their simple addition and subtractions skills as they happily immerse themselves in role play games. Children enjoy exploring a range of materials as they experiment with chalks and enjoy rolling out the play dough to make pumpkin shapes. They develop their imaginative skills as they wear the dressing-up

clothes and enjoy 'putting on a show'.

Children's communication and language skills are supported effectively throughout the session as practitioners engage in meaningful conversations with children. They talk about recent events and develop their understanding of the world. Whilst children are outside they discuss the falling leaves off the trees and how the wind blows them all up in the air. Children recall favourite events when family pets were invited to visit the club and eagerly show pictures of themselves during drama productions. Early reading skills are successfully supported as practitioners encourage children's recognition of letters during card games.

Partnership with parents is good. Daily discussions and regular newsletters provide regular two-way communication. The parents speak very highly of the club and praise all aspects of it. Parents are encouraged to add to and view their child's assessment file, meaning they can become involved in their child's learning. Children with additional needs are fully included and supported at the club. Strong relationships with children and close liaison with parents and school ensure that each child's individual needs are met and appropriate resources provided.

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

The setting provides a welcoming, well-resourced environment, both indoors and outdoors, which supports children's all round development. Children have opportunities to relax in quiet areas after a busy day at school or engage in a variety of activities and games on offer. The key person system is well embedded, which means children have effective relationships with practitioners and are happy and secure in the setting. Practitioners know their children well and have formed strong attachments with them. Children are made to feel very welcome and have their views taken into account because practitioners take a genuine interest in what they have to say and do. For example, during discussions practitioners ask 'what have you been doing today, have you had a good day at school?' Children eagerly enter into a conversation about their day and openly share their news with practitioners and their friends.

Behaviour in the setting is consistently good because children have ownership of the setting's 'rules' as they were involved in writing them. Practitioners work alongside parents and teachers to maintain consistent boundaries and children are encouraged to discuss what is acceptable behaviour. Children's good behaviour is further encouraged as they are awarded points, which when accumulated convert to stickers and treats. Older children and practitioners are good role models and the younger children follow their lead. Practitioners encourage children to resolve their own conflicts and come to an agreement about whose turn it is next.

Children are very independent within the setting because they are able to choose what they want to do and if they want to play outside or inside. They instinctively wash their hands before snack time, confidently access their own snack and clear away after they have eaten. The children learn about leading a healthy lifestyle because they are provided with and discuss healthy snacks and meals. Children understand the importance of healthy

exercise as they run around and happily cooperate with one another and share their experiences.

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

Children are well safeguarded because the setting has clear and robust policies and procedures, which are clearly understood by practitioners and parents. In addition, practitioners have a secure understanding of safeguarding issues and they know the correct procedures to follow should they have any concerns. Risk assessments and daily safety checks ensure all areas of the school that are being used are safe and secure. Regular fire drills and discussions ensure all children are fully aware of what to do in an emergency. Efficient procedures for arrival and departure ensure children are handed over safely to a known adult.

Practitioners have a good understanding of the Early Years Foundation Stage, which enables them to provide a wide range of activities to extend children's learning. Planning and assessment arrangements have been reviewed and children's learning and development is assessed well through regular observations. This enables key persons to monitor each child's interests and achievements effectively. Planning incorporates children's ideas through the 'ideas box', where children can write what they would like to do or make. Children's ideas have included specific baking opportunities, outings and drama productions.

Practitioners are aware of the need to work with others to support children's learning should the need arise. Partnerships with the school and parents are well established, meeting all children's needs, whether for younger children or children with identified needs. Parents feel very welcome and many stay and play with their children when they come to collect them. Parents spoken to at the time of the inspection say that they are very happy with the provision and that practitioners are professional and friendly. Furthermore, children express their pleasure in attending the club and are reluctant to leave when their parents collect them.

Practitioners demonstrate a strong commitment to providing a good quality service and obtain feedback from parents and children. The registered person has a clear vision for the club's future and identifies some areas for improvement. However, there is no formal improvement plan in place; this means they do not always target specific improvements effectively. The registered person monitors personal effectiveness within the setting regularly. However, in order to further support children's needs in the future, plans for future professional training need to be addressed formally.

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

Unique reference number	EY444702
Local authority	Doncaster
Inspection number	797850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	32
Name of provider	The Partnership of Sharon Taylor and Rachel Clough
Date of previous inspection	Not applicable
Telephone number	01709 893 125

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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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