

# Fun After 4 @ Brooklands Cp School

Brooklands Cp School, Woodbourne Road, SALE, Cheshire, M33 3SY

## Inspection date

Previous inspection date

14/12/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

## The quality and standards of the early years provision

### This provision is outstanding

- The provision has a homely feel. Attachments between staff and the children are exceptionally strong and mean that children are very happy, emotionally secure and confident in their learning.
- Leadership is superb. Monitoring and evaluating of all aspects of practice to inform continuous improvement is rigorous and is very effective in delivering high quality provision.
- Children are very eager, well-motivated and excellent communicators. This is because staff are keen to engage with children. Staff ensure they plan activities that excite them and meet their interests.
- Partnerships and communication between parents, the staff, and the school teachers are exemplary and are highly effective in meeting children's individual needs.
- Behaviour is exemplary and contributes to effective learning. Children demonstrate high levels of care and cooperation.

## 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 presented in the main playroom and took into account the views of children spoken to on the day.  
The inspector checked evidence of suitability of staff working with the children and
- looked at induction and staff training procedures. The inspector also looked at policies and the self-evaluation form.
- The inspector spoke to the manager and all of the staff in the out of school club.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Emily Wheeldon

## Full Report

### Information about the setting

Fun After 4 Limited was re-registered as a limited company in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The provision is situated in Brookland's County Primary School in the Sale area of Trafford, and is privately

owned. The provision serves the children of the school. It operates from the host school canteen and children have access to the learning zone within the main school building. There is a fully enclosed area available for outdoor play.

The provision employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and 3. The provision opens Monday to Friday during term time only. Sessions are from 7.30am until 9am and from 3.30pm until 6pm. Children attend a variety of sessions. There are currently 20 children on roll who are in the early years age group. The club support a number of children who speak English as an additional language. The provision receives support from the local authority and is a member of 4Children.

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

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

- promote children's independence further by involving children in preparing and serving their own food and drinks at snack times.

### **Inspection judgements**

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

Dedicated staff have an excellent understanding of how to engage with children and meet their needs. High emphasis is put on learning through play, having great fun and building positive relationships. Children are enthusiastic as staff provide rich and varied opportunities which are both child-initiated and adult-led. For example, children dash excitedly towards a pirate's den and cannot wait to take on pirate roles. They independently dress themselves in full pirate clothing and dig deep in a box of sparkly jewellery in order to select pieces to complete their outfit. Children take turns in conversations and put on pirate accents and are totally absorbed in their imaginative play. They shout in husky voices, 'Ahoy there! Look at my beautiful pirate dress!'.

Confident children chat excitedly about their favourite activities as they are excellent communicators. Staff are highly effective in engaging with them to extend or challenge their play. For example, staff promote children's thinking skills and mathematical understanding when operating programs on the computer. They expertly encourage children to work out how to operate information, communication and technology equipment such as where to plug a cable for the mouse in to a computer. They also encourage children to count the number of characters on the screen and name the colours on buttons of the computer mouse. High priority is given to supporting literacy and

numeracy skills. Children have access to a wide-range of resources for writing, drawing and painting. Staff support children's writing skills and mathematical skills exceptionally well especially in homework club. Children love participating in a vast range of creative activities, such as painting flags and decorating gingerbread biscuits. They demonstrate expert control and precision as they squeeze thin tubes of icing to create buttons. Opportunities for children to play, explore and problem solve are excellent. For example, children attach magnets together to a pole and test how many hang down before they fall down. As a result, children experience challenge and make very good progress in their learning.

Communication between staff, parents, and teachers in the school is excellent and ensures exceptional continuity of care for all children. For example, teachers from the school email their planning and assessments to the provision every half-term and staff use this information to inform their planning. Both parties write rigorous reports summarising children's progress across the seven areas of learning. Staff share summary reports with the teachers and hold meetings to discuss the children they look after. Staff include parents and children's views fully in the assessments. This demonstrates the club has exemplary partnerships between parents, children, staff and school. Typical comments from parents say, 'My daughter loves coming to the club'. Children also contribute and talk about activities they enjoy, 'I love playing with the babies in the home corner'.

Methods to assess children's starting points on entry are excellent. Staff ask parents to fill in 'all about me' sheets which gives staff the information they require in order to best tailor their activities. Parents are very pleased to be involved in their child's learning. They regularly share observations they have made of their children at home along with new interests. This is so staff can continue their learning in the provision. In addition, the highly successful homework club means that staff assist children well in different areas of learning. For example, staff support children's mathematical development and counting as parents request. Staff are continually looking at ways to strengthen links with parents to make sure they are doing everything to move children forward in their learning.

Staff knowledge of how children learn through play is excellent. The observations they make link to the areas of learning and identify children's next steps clearly. Planning is flexible and influenced by the children's choices, ideas and play preferences. Staff have high expectations and have an excellent knowledge of all the children. They make sure activities challenge them. Every child in this provision has their needs exceptionally well met and staff respect and value the uniqueness of each child. For example, they closely monitor and record observations of children who display challenging behaviour in a log book. They share this information very effectively with parents and the teachers. This means that staff can recognise patterns of behaviour and use the same strategies to deal with any behavioural issues.

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

Partnerships between parents, carers and the staff are outstanding. This is because staff place children's emotional well-being and learning at the heart of everything they do.

Experienced staff have an excellent understanding of how children learn and the importance of securing strong attachments with them. For this reason, they have a robust key person system in place for the younger children and the older children. When children are new to the provision, staff make sure transitions are as smooth as possible. For example, children have a phased start and staff inform parents well about how they are settling in. As a result, children are exceptionally well cared for and have a very strong sense of belonging. Parents feel that the club is 'like one big family'. Parents and carers are thrilled with the level of care provided and are very complimentary about how the older children look after younger children. For example, they say 'hello' when they see them in the school playground and form close bonds with them. Parents say this helps enormously with their child's well-being and as a result, are very 'at home' in the school and the out of school club.

Children's behaviour is exemplary. This is because they feel happy and secure and staff are meeting their interests and needs very well. As soon as children arrive, they immediately chat excitedly to members of staff and say, 'It's my birthday tomorrow'. Staff supervise children well and children know the boundaries of the provision. For example, when they are enjoying a game on the computer, they play harmoniously and take turns to play. Children are highly engaged and enthusiastic in their learning. They gain independence skills well in most activities. For example, they enjoy decorating biscuits in a small group and independently squeeze coloured icing to add detail. However, children currently have less opportunity to prepare their own food and serve themselves at snack times, in order to become even more independent. All children are secure in their understanding of healthy practices. Children choose from a range of nutritious snacks that include fruit and sandwiches and crackers. Staff encourage them to manage their personal needs, such as visiting the toilet. They have a secure understanding of the need to wash their hands, discussing why this is important to stop germs spreading.

Children have an excellent understanding of safety and are able to take risks in a safe environment. For example, when they walk over to the school playground across the staff car park, they know they must not go beyond the coned area. Children experience stimulating activities and games both inside and outside. They have access to the learning zone in school so they can take part in small group activities and also the large school playground. They thoroughly enjoy games, such as tennis and football in the fresh air and gain a secure understanding of the benefits of exercise.

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

Procedures for safeguarding children are extremely robust. Rigorous identity and suitability checks are carried out when staff first start. Extensive recruitment and induction procedures ensure that all staff are highly suitable to care for children. All staff complete safeguarding training and are fully conversant with safeguarding policies and procedures. Stringent safeguarding policies are implemented at all times to further enhance children's safety. For example, staff protect children very well from photographic exposure on mobile telephones and cameras in the provision. Robust daily safety checks and risk assessments

of the premises are carried out to make the premises safe and free from potential hazards.

Self-evaluation illustrates rigorous monitoring and shows that high expectations are embedded across all areas of practice. Staff have swiftly met the recommendation raised in the last inspection about making resources more accessible to children. They ensure resources are at children's height and have created a photographic record of other resources which are stored away due to space restrictions. This means children can point to pictures of resources they would like to play with from the record book or access other toys from tables or low-level shelves. As a result, children are independent and can make their own choices in their play.

The manager is exceptionally organised and successful in inspiring her team. She has an excellent knowledge of her staff and carries out staff appraisals on a regular basis in order to identify any gaps in knowledge and training. Staff reflect on their own practice and set and review personal targets on a regular basis. A highly detailed staff training programme is in place and as a result, standards are high and staff feel valued and well-supported. Some members of staff are working towards further professional qualifications. Staff roles are clearly defined and areas of responsibility are evenly spread to ensure the smooth running of the provision. For example, the provision has a nominated member of staff who is responsible for monitoring the curriculum for the early years children. The responsibilities are very clearly laid out in an impressive Early Years Foundation Stage policy and are implemented well. Responsibilities include overseeing observations and planning to ensure they are of high quality. As a result, the provision is highly effective in meeting the needs of the youngest children.

Deeply embedded and well-established links exist between parents and the school which has a highly positive impact on children's learning. Communication systems are first class and ensure that parents are kept fully informed of their children's progress. Staff have a very strong commitment and have an excellent understanding of the importance of partnership working with outside agencies. This is so any child who has special educational needs and/or disabilities have their needs well met. Superb links with the school ensures that the transition process is highly successful and effective. For example, information sharing, such as discussions between staff and sharing of planning and assessment records are excellent. Transition times are very well organised to ensure children settle quickly into their new environment and so are emotionally secure and happy.

### **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	EY447504
Local authority	Trafford
Inspection number	806091



<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	20
<b>Name of provider</b>	Fun After 4 Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01619285621

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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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