

Fun For Kids Limited

Binley Woods County Primary School, Coombe Drive, Binley Woods, Coventry, West Midlands, CV3 2QU

Inspection date	28/01/2013
Previous inspection date	03/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have a well-developed understanding of their own safety. They are very clear about the rules that keep them safe and learn to risk assess their own environment with the support of staff.
- Children have a good rapport with staff and form close friendships with others from school. Hence they are settled, confident and clearly enjoy their time at the club.
- Children are well behaved due to the range of developmentally-appropriate ways in which staff promote good behaviour. They respond positively to praise and encouragement. As a result they have high levels of self-esteem.
- Children's learning and development is complemented well because there are secure links with the host school. Staff are sensitive to the children's thinking and learning when deciding when to interact and when to value the child's independent play.

It is not yet outstanding because

- Experiences for children to develop their self-help skills are not fully planned.

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 was shown round the premises.
- The inspector made observations throughout the inspection covering all aspects of the setting.
- Observations and discussions took place with the manager and with other staff.
- The inspector looked at a sample range of documentation including children's records, policies, procedures and risk assessments.

Inspector

Hazel White

Full Report

Information about the setting

Fun for Kids Limited is one of three settings run by a company of the same name. It was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the grounds of Binley Woods Primary School in the village of Binley Woods on the outskirts of Rugby, Warwickshire. The setting serves children who attend the school and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting employs four members of child care staff. Of these, two hold appropriate early years qualifications at level 3 and one at level 2. It opens Monday to Friday from 7.45am to 8.50am and 3.30pm to 6pm, during school term times. The setting operates a holiday club from 8am until 6pm, with the exception of the Christmas break and the last two weeks of the Summer holiday. Parents are required to provide packed lunches. Children attend for a variety of the sessions. There are currently 48 children on roll, of whom 8 are within the early years age group. The club also provides care for children from 8 to 14 years.

What the setting needs to do to improve further

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

- consider further ways to help children to develop their self-help skills, for example, through involvement in food preparation.

Inspection judgements

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

Children arrive at the club with great enthusiasm because they take part in a good range of activities which maintain their interest and enable them to have fun. Staff understand that children learn best through play and are also mindful that children have spent their day in nursery or school so are careful to ensure activities complement their learning. Staff know the children well because they work closely with parents to establish their children's starting points in their learning. Daily discussions take place when children are collected and this means that parents are kept fully informed about their child's day and the activities that they have taken part in.

Key workers observe children during activities and make assessments of their abilities. This provides them with good information in order to plan for individual children and identify the next steps in their development. A record is kept of their progress along with any correspondence from their reception teacher, who is their main provider of early years education. Consequently children receive continuity and make good progress in their all-round development. Children's communication skills are promoted well by staff, who have genuine interest in what the children have to say and how their day has been. Registration time is effectively used to encourage children to share their news with the group. Children are keen to participate in this activity and do so with confidence and pride. They describe how they score tries when playing rugby and thoughtfully bring in cakes they make at

home to share with everyone. Children receive praise for their achievements and as a result show high levels of self-esteem.

The learning environment is organised well so that children can self-select resources and instigate their own play. They move freely between activities, which effectively promotes their independence. During daylight hours children enjoy free flow play between indoors and outside, dressing themselves appropriately for the weather. However opportunities to develop their self-help skills further are not fully considered. For example, children are not involved in the preparation or serving of snacks. Therefore their learning in this area may be reduced. Children have an area for quiet play and for reading. This helps to develop children's interest in books as well as helping them to understand that print carries meaning. Children experiment with magnets and learn how they interact with each other. A child is fascinated how they move when one is placed on top of the table and the other underneath. Staff explain that a magnet has two sides, called positive and negative, and that opposites pull together. Therefore their teaching techniques effectively extend children's learning of how things work.

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

All children show a strong sense of belonging within the club. They enter the welcoming environment happily and are often not ready to leave when parents arrive to collect them. Staff are attentive, providing warmth and affection. This enables children to feel safe and secure, giving them the confidence to develop their independence and to share their concerns. Parents are invited to attend a meeting prior to children starting the club so that they get the opportunity to ask questions and meet key workers. New children are effectively helped to join in and make friendships because older children operate a buddy system. This means that they show newcomers around the club pointing out where the toilets are and the activities on offer. This enables children to make secure emotional attachments which supports their settling-in.

Children know the rules of the club which keep them safe and they adhere to them. With staff support, a child is appointed as a health and safety representative. They take their role very seriously, going around with a clip board at the beginning of each session making sure that entrances are free from obstruction and shoes are carefully stored in boxes. If they find a hazard they alert staff immediately and also explain the consequences to the other children. For example, children learn that shoes can be a tripping hazard and blocked entrances prevent a quick evacuation in an emergency. Consequently they develop a good understanding of personal safety. Children's behaviour is good. Board games and table games, such as pool, encourage turn taking and as a result, children share and play cooperatively.

Children's good health is effectively promoted because staff know all about any medical conditions and specific details, such as dietary needs. Children know the importance of adopting healthy practices, for instance, washing their hands at appropriate times and doing so without being reminded. Staff talk to children about the importance of healthy eating to maintain their good health. Children sit together around a table to eat a filling

healthy snack. This is a social experience which enables children to chat about their day.

Children play outside in the fresh air for a short while most evenings and have the use of the school hall for team games when it is not being used for extra curriculum activities. Therefore having appropriate opportunities to develop their physical skills. Children recall with delight creating 'a troll dance' in the woods to keep 'scary creatures' away and are more than happy to repeat the performance. This supports children's imagination and fantasy play well.

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

The provider has a secure understanding of her responsibility to ensure that the club meets the safeguarding and welfare requirements of the Early Years Foundation Stage. The staff team have a secure knowledge of child protection procedures and a clear understanding of the process to follow in the event of concerns about children in their care. They are familiar with the club's policies and these are effectively shared with parents. Consequently all adults are clear of their collective roles and responsibilities in protecting children from harm. Secure recruitment and selection procedures help to ensure that all those working with children are safe and suitable to do so. Children's safety is a priority for everyone working at the club. Risk assessments are conducted and reviewed on all aspects of the provision. Daily health and safety checks are also carried out before the children arrive for each session to ensure that everything remains safe.

Children's learning is monitored effectively ensuring that any issues are discussed with parents and their class teacher, if appropriate. The staff team are well established and welcome the support of the regular volunteers who help them to successfully promote children's learning. Performance management through staff meetings, observations by the manager of staff practices and appraisals ensure that strengths and good practice are shared and areas for development are worked on. Staff attend local authority training to refresh and update their knowledge and understanding of, for example, the revised Early Years Foundation Stage Framework and first aid. This underpins their good practice and has a positive impact on children's learning and welfare.

Self-evaluation is detailed and identifies relevant areas for further improvement based on already secure practice. The club uses information from a range of sources. This includes feedback from both children and their parents, who report that they are very satisfied with the service they receive. Comments include references to 'the knowing and understanding of each child individually', the 'friendliness and flexibility' of the staff and the 'safe and warming' environment.

There is a strong focus on partnership working with parents, who are warmly welcomed into the club. Staff are available to discuss a child's day and the progress they are making. Daily discussions, an informative notice board and newsletters keep parents up to date about their children's learning and development. In addition emails and texts inform

parents of any information that needs to be passed on immediately such as school closures. The club has worked hard to establish good links with the host school and staff act as a link between teachers and parents to provide continuity of care. The manager is aware of the need to work in partnership with others, as the need arises, in order to help children who may need extra support in their learning. When planning activities for the club, the manager complements the educational programmes children are following in school to ensure continuity.

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	EY301214
Local authority	Warwickshire
Inspection number	820225
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	48
Name of provider	Fun for Kids Limited
Date of previous inspection	03/02/2011
Telephone number	07939 610 663

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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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