

Kids Fun Club

Manchester College, Northenden Campus, Sale Road Northern Moor, Manchester, M23 0EW

Inspection date

Previous inspection date

25/02/2013

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

- Staff interactions are positive and children respond well to this, independently asking staff to join them in their play.
- Staff have effective relationships with parents and other providers, sharing information which supports children in the home and club environment.
- Children are settled and happy in the setting, exhibiting a strong sense of security.
- An effective key person system allows continuity of care for children and allows staff to build up a full knowledge of each child and their individual needs.

It is not yet outstanding because

- Staff do not make full use of the views of children, parents and staff, and this restricts their ability to make the most of the self-evaluation process.
- There is scope for developing varying methods for staff to communicate with busy parents, so that relationships are strengthened and children benefit from a greater shared knowledge and understanding.

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 and children at play in the indoor and outdoor environment.
- The inspector spoke with children, staff and parents throughout the inspection.
- The inspector looked at all relevant documentation provided.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Kids Fun Club was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two rooms of the nursery annexe of Manchester College, Northenden Campus in Northern Moor, Manchester. It is privately managed. Children have access to enclosed outdoor play areas. The setting employs six members of childcare staff. Of these, one holds appropriate early years qualifications at level 3, three hold qualifications at level 2 and two are unqualified. The setting is open each weekday from 8am to 9am and from 3pm to 5.45pm during term time only. It provides care for children during before and after school. Children attend for a variety of sessions. There are currently 14 children attending who are in the early years

age group.

What the setting needs to do to improve further

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

- extend self-evaluation by using the views of children, parents and staff more effectively to monitor, analyse and improve practice
- reflect on different methods for improving communication with busy parents so that there is a more frequent and effective two-way communication about children.

Inspection judgements

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

The staff have a clear knowledge of the Early Years Foundation Stage and use this to support children in their learning and development. The staff team work well together to provide a stimulating environment. Children are able to access resources of their own choice which supports them in making decisions and leading their own play. Resources and activities provide age appropriate learning opportunities which challenge children. For example, younger children access painting activities through using sponge printing, while older children use fine paintbrushes. Children are engaged in learning and happily play with their peers to extend their imaginative play. For example, children use construction blocks to build a pirate ship and play with dinosaurs as they discuss imaginary worlds.

Effective systems of observation and assessment monitor children as they work towards the early learning goals. Staff follow a consistent approach and have a good understanding of children's individual needs. Staff play with children and discuss their likes and dislikes, in order to offer activities that children will enjoy. Staff have a good knowledge and understanding of the importance of parent partnerships. Staff are available to discuss concerns on a daily basis, and this supports parents in gaining an understanding of the learning and development of their child. Parents are also encouraged to support and share information about their children's learning at home. However, not all parents are able to take full advantage of these arrangements, and there is scope to offer a range of different communication methods that will support a greater shared knowledge and understanding about their children.

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

Staff are fully committed to ensuring the welfare and safety of children. Children play cooperatively with their peers, negotiating play and making their own rules. Adults comprehensively support children's personal, social and emotional development. For example, children who are new to the group are asked to play by other children. This builds children's self-esteem and confidence and allows them to feel they have a place within the group.

A good key person system is in place which supports children as they develop their self-help skills. Children help to distribute snack and to tidy up when requested. Children's behaviour is good and they enjoy being part of the setting. Staff are positive role models, engaging children in play and supporting them to develop across all areas of learning. For example, staff play with children using a peg board and different coloured pegs. Staff extend children's language by asking 'What colour is this'? And 'How many have you got now'? Staff support children to build their self-esteem through consistent praise. For example, children play in the outdoor area using large construction blocks to make cubes. Staff praise their imaginative thinking and help children to make different patterns and structures.

Children are encouraged to develop their self-care skills and have an enhanced understanding of healthy practices through routines, such as hand washing, daily walks from school and having access to the outdoor areas every day. There are good opportunities for children to learn about healthy lifestyles, for example, children discuss healthy options at snack time, the importance of not eating too many sweets and the importance of having an active lifestyle. Children enjoy active play and their physical development is well supported as the club has access to two outside play areas. Children play football, ride on scooters and use a skipping rope as they sing different songs and rhymes. Transitions are well supported as staff share information with other providers which allows information about each child to be discussed.

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

Staff's safeguarding knowledge is secure and they give high priority to children's safety. This means that children are well protected in the setting. All staff have attended safeguarding training and are aware who to contact should they have a safeguarding concern. Safeguarding procedures are in place. For example, there are clear procedures to follow in the event of a child not being collected.

The staff endeavour to offer a high level of care to children and families. Staff undertake observations of children which help to identify their next steps in learning. Staff monitor educational programmes to ensure that the seven areas of learning are supported during each session. Planning is developed through long-term plans which identify celebrations throughout the year. In addition, staff liaise with other professionals to ensure that planning complements activities undertaken at the child's primary setting. For example, staff liaise with the nursery teacher to support children in the early years age group.

The staff work well with parents and other providers. For example, staff pass information to parents from school staff. This impacts positively on children as it allows all carers and providers to offer a level of consistent care. Parents are complimentary about the club. For example, 'the staff are lovely, my children love coming here after school'. Partnerships with other professionals are well developed. Staff regularly liaise with the nursery and school staff, and receive support from the local authority early years team.

Staff attend some professional development courses. This has a positive impact on children as staff develop their knowledge and improve their practice. Self-evaluation and reflective practice is generally effective, although, the views of children and parents are not used fully to target areas for improvement and change that will raise outcomes for children and the overall level of practice. Overall, the staff create a friendly and relaxed environment where children show confidence and enjoyment as they engage in different activities.

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	EY454168
Local authority	Manchester
Inspection number	882987
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	30
Name of provider	Angela Bette Roscoe
Date of previous inspection	Not applicable
Telephone number	07733 265387

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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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