

# Allsorts Fun Club

Hipsburn County First School, Alnmouth, Alnwick, Northumberland, NE66 3PX

<b>Inspection date</b>	07/03/2013
Previous inspection date	09/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have a very good relationship with the school and work together effectively to ensure the needs of the children are met.
- Children are happy and settled in the setting and clearly enjoy their time at the fun club because staff have very good relationships with them.
- Staff plan a variety of activities and access resources and books that meet children's individual needs effectively because they know children well.
- Children behave well in the setting because there are clear boundaries.

### It is not yet outstanding because

- Resources are not always labelled to enable younger children to make independent choices and to further enhance their recognition and awareness of the written word.
- There is scope to further develop the arrangements for managing staff performance in the setting so that the current informal process is formalised to enhance opportunities for staff to consistently share their knowledge and understanding of good practice.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 setting with the manager.
- The inspector interviewed the manager.
- The inspector observed activities and chatted with staff.
- The inspector talked to parents and viewed parents' questionnaires.
- The inspector looked at a sample of documents including planning and policies.

## Inspector

Elizabeth Fish

## Full Report

### Information about the setting

Allsorts Fun Club is privately owned and operates from a classroom in Hipsburn First School in Alnwick, Northumberland. It was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 49 children attending, 13 of whom are within the Early Years Foundation Stage. The setting receives support from the local authority.

The club employs three members of childcare staff all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during term time only. Sessions are from 8am until 9am and from 3.15pm until 5.45pm on weekdays and on Saturdays as required. The club currently takes children from three years of age and also offers care to children aged eight years to 13 years. Children attend for a variety of sessions. It supports a number of children with special needs.

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

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

- extend younger children's understanding of written words by creating an environment which is rich in print, such as using labels and pictures on boxes used for storing resources to enable them to make independent choices more easily
- develop the performance management systems further to clearly identify and reflect on how staff can improve knowledge, understanding and practice.

## Inspection judgements

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

Children enjoy a range of interesting and challenging experiences across the seven areas of learning which are thoughtfully planned to support children's interests. For example, staff plan craft activities to engage a group of children that are interested in crafts, while scientific enquiries support another child's fascination with the world. They extend children's interests well as they introduce different media, such as chalks to a child that enjoys drawing. As a result, children are interested and motivated to learn. Staff have a good awareness of how they can support children's learning and development and parents and school staff play an active role in this. Admission sheets and discussions with a child's teacher help staff to develop an understanding of the needs and interests of each child when they start. Verbal discussions between the staff and parents mean that parents are

kept well informed about their children's progress. As a result, parents know where their child is at and how they can support them.

All children make good progress from their starting points. Staff work with the school to assess children's progress and they share targets for future learning. Children with special needs make good progress because staff work closely with parents, school staff and other professionals to ensure their needs are effectively met. Careful observations highlight achievement and this information is used to plan further activities. For example, they plan for children to use chalks to extend the experiences of a child who enjoys colouring and drawing. Staff plan regularly with school staff and activities support what children are doing in school. For instance, when children are learning about rhyme in school, staff plan rhyming puzzles with the children in the club. This means that the needs of children are met effectively in the setting. Staff support children well throughout their play with careful questioning and comments to promote further learning. An example of this is when a member of staff plays alongside a quiet child, she comments on her own play and that of the child until the child joins in with her and an animated conversation develops between staff and child.

Communication and language is supported well in the setting. Children use a cosy book area and ensure there are a range of books to support children's individual interests. They talk to children throughout the session encouraging them to talk about what they have been doing that day. Literacy is generally promoted well as staff plan rhyming activities to support children's school targets, support children as they attempt to write their names and read with younger children when they have new reading books from school. The environment is labelled with words and sometimes pictures too but there is scope to develop this further by ensuring that the environment and resources are consistently labelled with pictures and words to support the developing literacy skills of the younger children in the group. Children are encouraged to make independent choices as they select resources and choose whether they wish to play outside or inside. They also choose whether they wish to be restful or busy which means that the children are encouraged to recognise and meet their own needs in the setting.

Physical development is promoted well in the setting. Children enjoy playing football and hide and seek, while others enjoy climbing on 'HMS Pinafore' a wooden play boat outside. Other children play indoors on the computer or colour and draw. Therefore, children have plenty of opportunities to develop large and small muscle skills. Children take part in a range of activities to develop their understanding of the world. They enjoy baking and planting bulbs, as well as playing in the snow and learning about the effect of the weather on the environment. They enjoy using a range of creative materials and children of all ages play well together to develop different storylines. Children are interested and enjoy learning about a range of festivals and celebrations within their own experiences. They have recently enjoyed learning about Chinese New Year and are in the process of making things for Mother's Day. Mathematics is promoted well as children play with games and jigsaws that promote their knowledge of shape and number.

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

Children are very happy and settled within the setting. They have a very good relationship with the staff and enjoy coming up for cuddles or a chat as they are playing outside and inside. Parents talk to staff at the beginning and the end of a session and share important information. They feel that the staff know their children very well. Parents comment on how their children are happy and settled and love coming to the setting.

Children begin to learn about health and hygiene as they are reminded to wash hands before snack and after playing outside. Some children go to different groups and bring a packed dinner. Staff take time to ensure children have had enough of this to eat before they leave the setting. Children are encouraged to try to do things for themselves as they put on their own coats and put drawings and pictures in pockets on the wall ready to take home. The environment generally promotes independence as resources are clearly labelled with words and some pictures, and resources are accessible to the children. However, there is room to enhance this further to support the developing independence skills of younger children by ensuring all resources are consistently labelled with pictures as well as words. Where resources are not accessible to children, they confidently ask for the resources they require. This means children are able to operate independently within the setting.

Children develop an awareness of how to keep themselves safe because behaviour is managed effectively and children have clear boundaries which they follow. For example, when children begin to play a game of chase, they are reminded of the need to catch gently on the back. Children follow this rule for the whole game. They learn to play alongside older children, they ask for resources and ask to join in games. Children are helped to develop an awareness of the needs of others as they are reminded that there are only two balls and other children would like to play too. Consequently, children play well with others and they develop skills to support them in their learning. Regular outdoor play means that children benefit from fresh air and exercise, as well as learning from the environment.

Children settle into the setting quickly as staff find out important information, including children's interests and favourite games and toys on their admission form. Staff visit the child in school and also talk to the child's teacher about likes and dislikes too. The school and setting also share resources which mean that they can meet the individual interests of the children well. This means that children's transitions into the setting are effectively supported by their key person.

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

The managers have a good understanding of their responsibilities in meeting the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They monitor the provision as a staff team and work closely with staff in school, in particular the reception class teacher, to monitor their assessments. As a result, they are able to identify where improvements need to be made and identify further

training and support where necessary. For example, after identifying that a child was very quiet in the setting, they have liaised with parents and school staff to ensure that they have appropriate resources to support the child's individual interests.

Staff have termly, informal meetings where they discuss their areas for development and use this to identify professional development opportunities. However, there is scope to develop this further because the current system is not rigorous enough to ensure that staff clearly identify and reflect on how they can improve knowledge, understanding and practice. There are good recruitment procedures in place and all staff and students have appropriate checks carried out. Induction procedures mean that all staff, including students, are aware of their role within the setting.

Safeguarding is good because the manager and staff have a good awareness of their responsibilities. Clear policies and procedures are known and understood by all staff. A rigorous security system for entry to the setting, as well as children being signed in and out, means that children are very safe in the setting. This is enhanced by daily risk assessments where all the areas of the setting are checked and hazards identified. Children behave well in the setting and respond well when staff remind them of boundaries or potential risks.

Self-evaluation is good because the manager and staff identify what they do well and how they help children learn. They act upon feedback from parents, school staff and children. Recent changes to the daily routine have had a very positive impact on the setting because staff are now able to plan for the interests of the children attending rather than having set nights for activities. Staff training, provided by the local authority, has influenced the work in the setting. For example, staff have improved resources for literacy following attending 'Sounds Great' training and have updated their mobile phone and internet policies following recent safeguarding training.

Partnerships with parents are good as staff do a verbal handover at the beginning and end of the day. They take into account any messages that need to be passed onto school and parents comment that their children are very happy in the setting and that the setting works well with the school. Partnerships with school are very good as the setting works with the school to monitor their provision, plan joint events and undertake joint assessments and moderations. Staff from the club work alongside teachers in the classroom to help children who are upset to move from breakfast club to school. Daily verbal handover meetings ensure staff know important information about the children. This means that the needs of children are met extremely well.

### **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 action. 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

<b>Unique reference number</b>	EY340656
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	820721
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Allsorts Fun Club
<b>Date of previous inspection</b>	09/03/2009
<b>Telephone number</b>	01665 833218 Playroom

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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, which are usually the childminder's 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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