

# Fun 4 Kids

St. Michaels Primary School, Camulodunum Way, COLCHESTER, Essex, CO2 9RA

## Inspection date

13/06/2013

Previous inspection date

07/04/2011

## The quality and standards of the early years provision

**This inspection:**

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

- Children are cared for by dedicated and committed staff who have a good understanding of how children learn and offer a broad range of fun activities within a varied educational programme. Therefore, children make good progress, including those with special educational needs and/or disabilities.
- Children are very happy, settled and busy at the club. This is because they have formed close attachments to the staff, and the club is very welcoming.
- Positive links have been established with schools that children attend. Good settling-in sessions and communication with parents means transition from school to the club is smooth and children quickly settle.
- Children have good opportunities to play in the fresh air and exercise because they have use of the school, playground and playing field.

### It is not yet outstanding because

- There are fewer opportunities for children to be quiet if they choose, as visually calm, comfortable areas where children can sit quietly and concentrate are not always readily available.
- There are few opportunities available for children to store models they make, therefore, they are not always able to continue with, or reflect on their work.

## 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 observed activities in the indoor and outdoor learning environments.
- The inspector held discussions with the manager, staff team and children.
- The inspector viewed a sample of children's development journals.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Lynn A Hartigan

## Full Report

### Information about the setting

Fun 4 Kids out of school club was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within St Michael's Primary School in Colchester, Essex. The club is one of three that are privately owned and managed. The club serves the local area and is accessible to all children. It operates from a classroom and school hall, and there is an enclosed area available for outdoor play.

The club employs six members of childcare staff. Of these, four hold appropriate early years qualifications from level 3 and above. The club opens Monday to Friday during term time. Sessions are from 7.50am until 8.50am, and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently a total of 41 children on roll, of these three children are in the early years age range. It supports children with special educational needs and/or disabilities.

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

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

- develop further areas that are visually calm and where noise is limited to allow children to sit quietly or concentrate when they want to
- consider developing an area, such as a place where children can store their models and artwork, so that children can revisit these, taking pleasure from what they have made or enjoying developing them further if they wish.

## Inspection judgements

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

Children happily arrive at the club following their day at school and settle very quickly. They are excited to see the staff and discuss their day. Children are enthusiastic learners and become engrossed in activities on offer. This is because staff are knowledgeable of the children in their care and have a good understanding of how children learn and develop. Children enjoy a good balance of adult-led and child-initiated play. They confidently choose activities that interest them. For example, children settle to a game of noughts and crosses and invite their friends to join them, while others enthusiastically play 'teachers' in the role-play area. Children work hard and show great enthusiasm in all that they do. They spend time making models with bricks and are praised for their efforts.

However, there are limited opportunities for children to store their completed work so that they can reflect and return to it when they next attend. They work well together in a group and make good use of the props provided for them. These games prompt lots of conversation among the children, and staff are skilful in their interaction with the children asking open-ended questions to encourage the children's thinking and develop language skills.

Children's creativity is supported as they decorate biscuits to take home. They spend time at this activity and enjoy the sensory experiences of the mixtures they use. Children take great care making finger prints using paint, and carefully follow instructions from patterns to turn them into characters, such as police or robbers. Staff are supportive of children who want to complete their homework and children sit enjoying a cuddle with staff while practising their reading. However, there are few opportunities for children to sit quietly and concentrate if they choose, as comfortable quiet areas are not always available. Children have ample opportunities to develop skills for future learning. For example, they can access reading books and writing materials and young children concentrate for some time making paper bags with handles to store their written work. A children's gallery displays their artwork which includes self-portraits and portraits of the staff.

The staff are very aware of the children's interests as they have obtained useful information from parents. Staff have high expectations for the children in their care and are able to make accurate assessments of them as they regularly observe and identify next steps in learning, which informs future planning. This ensures children's individual learning needs are met and children are offered sufficient challenge. As a result, children progress well, including children who require additional help and support.

There are good links established with the schools children attend to ensure information is shared and that the early years provision complements the learning they receive at school. A daily communication book that is used by parents, school and the club ensures all required information regarding the child is shared. The parents are positively encouraged by the key person to view their children's development records and contribute to their ongoing learning. Weekly planning is displayed for parents and detailed in newsletters. Their child's individual development is discussed so that they can support their child's learning at home.

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

Children are very settled and confident in the club; this is because staff have secured strong attachments with them. There is a small staff team and children are very familiar with their consistent presence. The key person system is very effective for children, and the introduction of a buddy key person enhances the experience for children attending. Parents are informed about their child's key person at the initial meeting and complete all required paperwork with them. Management of the child's settling-in period is also the key person's responsibility in line with parent's wishes.

Children are very comfortable and familiar with the routines of the club, and older children spontaneously help the younger children. For example, at snack time. Children are encouraged to make independent choices and older children help unwrap the cheese when younger children find this difficult when making their rolls. They offer reassurance and guide them. Children independently use the bathroom and are encouraged to manage their own personal needs. Children's behaviour is very good; they are polite and respectful of one another. This is because staff are good role models and reinforce good behaviour. Children's views are considered and they are encouraged to take some responsibility and make choices as to what happens at club.

Children have developed a secure awareness of their own personal safety and listen carefully to staff instructions. For example, they know why it is important to line up and answer the register when they decide to play in the playground, and walk sensibly to the outside play areas. Children are able to enjoy fresh air and exercise regularly and relish their time outdoors. Their physical development is supported well as there are many resources readily available to develop their physical skills. Children enjoy playing tennis and make good attempts in returning the ball to one another. They can run at speed on the field and have great fun throwing streamers in the wind. They are encouraged to solve problems outdoors. For example, when streamers are caught in the tree they are encouraged to think of the best way to retrieve them safely.

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

The manager and team of staff have a good understanding of the requirements within the Statutory framework for the Early Years Foundation Stage. The manager has a sound overview of the curriculum and routinely evaluates activities provided and children's progress, using guidance documents, such as Development matters in the Early Years Foundation Stage.

Staff are very secure in their individual responsibility to safeguard children and are familiar with the policy and procedure to follow should they have any concerns regarding a child's welfare. Training has been completed and further safeguarding training has been secured to ensure they have up-to-date information regarding child protection issues. All staff complete relevant background checks to ensure they are suitable to work with children. A good induction programme and ongoing support for staff's personal development and performance, such as regular appraisals, mean that children are cared for by a team of staff that are motivated and strive for excellence.

Children are able to play in a safe environment as routine risk assessments are completed, and fire drills are practised to ensure children know what to do in the event of an emergency. Children learn how to keep themselves safe when walking from school to club as they wear high visibility jackets and are reminded by the staff members escorting them about road safety. The manager demonstrates a strong commitment to continuous improvement of the club and positively encourages all staff, children and parents to

contribute to future development. Children's voices are heard and their comments are displayed on the 'children's noticeboard'. Action plans for improvement and a meaningful self-evaluation in place means the manager is able to effectively evaluate the quality of the provision, and the impact it has on the children. Children benefit from friendly professional partnerships between the staff, parents and their teachers at the host school. Good partnerships have also been established with other local schools that children attend to assist in the smooth transition from school to club.

Parents express their complete satisfaction in every aspect of care and learning opportunities offered to their children. They comment on the friendly, supportive staff. The happy atmosphere of the club and how keen their children are to attend.

### **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>	EY309576
<b>Local authority</b>	Essex
<b>Inspection number</b>	820362
<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>	23
<b>Number of children on roll</b>	41
<b>Name of provider</b>	Catherine Ellen Watkins
<b>Date of previous inspection</b>	07/04/2011
<b>Telephone number</b>	07709026665

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

