

# Fun 4 Kidz - L30 Centre

Stonyfield, Netherton, Merseyside, L30 0QS

<b>Inspection date</b>	16/05/2013
Previous inspection date	28/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The playrooms are attractively organised with a very good range of toys and other materials so that the children enjoy their time at the setting after a long day at school. Staff plan well to extend the children's independent play to promote their all-round development and extend their knowledge of their world.
- The enthusiastic and caring staff ensure that children feel very welcomed. Good care routines and an effective programme to support children when they first start ensure that the children feel safe and secure. The strong bonds formed promote the children's independence and well-being.
- The management of the setting is committed to developing a quality service. Self-evaluation takes account of the views of the staff, parents and children; and the arrangements for monitoring improvement and keeping the children safe and promoting their well-being are effectively implemented.

### It is not yet outstanding because

- On some occasions, staff do not ask questions that provide children with ways to think critically and extend their thought processes.
- There is scope to extend the ways staff support children to explore and foster their interest in numbers and number problems when outdoors.

## 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 viewed all areas of the premises and equipment and observed activities in all of the playrooms and the outside play area.
- The inspector took account of information received by Ofsted relating to the care of children, and viewed children's assessment and planning records and a selection of other pertinent documentation.
- The inspector observed and interacted with some of the children, and spoke informally to parents and extended family members who arrived to collect children.
- The inspector held meetings with the nominated individual for the organisation, the manager and held discussions with each member of staff.

## Inspector

Frank Kelly

## Full Report

### Information about the setting

Fun 4 Kidz L30 was registered in 2001. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is one of a number of settings run by a registered charity. It operates from a large hall and two smaller playrooms within the L30 Community Centre which is situated in the grounds of The Grange Primary School in Netherton in Sefton, Merseyside. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round with the exception of a week at Christmas. Sessions are from 3pm to 6pm during term time and between 8am and 6pm during holiday periods. Children attend for a variety of sessions. There are currently 39 children attending; of these four are in the early years age group.

The setting employs five members of childcare staff. Of these; two hold relevant early years qualifications at level 3 and three members of staff hold relevant qualifications at level 2. One member of staff is working towards an additional qualification.

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

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

- support staff to extend their knowledge of how to enhance children's critical thinking when making decisions about how to approach a task, for example, by asking open-ended questions that encourage the children to take the lead in identifying what is possible
  
- extend the opportunities for children to experience an outside environment that is rich in the usage of numbers and creates opportunities which foster children's mathematical understanding. For example, using number lines, providing groups of materials to sort; include games that allow children to develop their understanding of abstraction by counting things other than objects, such as claps.

### Inspection judgements

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

Staff have a good understanding about how children learn through their play and self-investigation. Lively and inviting playrooms are entered by the children with enthusiasm

and confidence. The range of activities and toys freely available to the children ensures that they experience aspects of all seven areas of learning each day. Children enjoy the company of the staff and key persons know their children well. Planning of activities is based around a themed approach, for instance, a project about recycling. Staff plan activities that provide children with a starting point and cover different areas of learning. For example, discussions about recyclable materials extends the children's understanding of their world and introduces the concepts of sustainability. Writing lists of the materials needed for a creative activity provides children with chances to practise their early letter formation and writing in meaningful and practical ways. Staff understand that these planned activities are a framework to engage the children and they adapt and remodel activities in consultation with the children. For example, the recycling theme has been altered as children have become interested in using these materials in floating and sinking experiments. This means that staff are effectively fostering the children's curiosity and confidence to explore how things work and learn about their world.

The warm welcome from staff, the consistency of daily routines and the good availability of equipment and materials means children enter eagerly. A long day at school is soon forgotten as children confidently select what they want to do and who they want to play with. The older children are welcoming of the younger children into their activities which allows the younger children to learn by example. For example, they share and use pens and jotters in the outdoor play tent to draw and make marks. The outdoor play area is freely accessible and children choose what they want to do. Staff ensure there are a range of resources and materials for children to choose from that continue to cover most of the seven areas of learning. For example, books to provide quiet times and children's early reading, and chinks for making marks. Blocks to build with and a variety of bats, balls and things to kick and catch promote children's physical development. There are some labels and pictures displayed. However, it is not as well presented as indoors as there is less to support the children's numeracy and number problem solving. There are no numbers or materials that allow children to experiment with or encourage matching activities. For example, there are no big number lines for children to use and staff do not regularly encourage abstraction, such as counting things that are not objects, for instance, claps or skips.

Nevertheless, staff do support children's mathematical thinking indoors as they encourage the children to help with setting tables and draw numerals in the sand. Staff seek information from parents before children start and use this to support the planning of activities that help children settle and feel confident. For example, when children first start and are anxious as they walk from school to the setting; the staff plan activities that engage and involve them. For example, they encourage children to collect leaves along the path, and invite the children to explain the road safety procedures to assess children's understanding of how they keep themselves safe. Records of children's learning are maintained and made available to parents should they wish to see them. Sound information is shared between the setting and school staff so that the care and activities provided complement and support the children's learning taking place at school.

From the moment they arrive, the children are busy in their play. The staff's good understanding of how to encourage children's language is evident as they support the children to narrate a puppet show. The children discuss how the 'lion eats the chicken' and

there is a lot of giggles and discussion. Books and stories are shared and children enjoy chatting with the staff about their day. They are confident to approach them to seek support or gain answers. However, although staff are interested and responsive, they, on some occasions, do not always ask children open questions that support their critical thinking skills. For example, when the children ask for a lid to place over the jar within which they have captured a ladybird; the staff immediately confirm they will place plastic wrap over it and do not invite the children to make suggestions about what they think they could use.

Wall displays show that the children contribute to the alphabet display and to learn about historical events, such as the sinking of the Titanic. Toys and books represent the diversity within today's society and help children learn about differences of culture and disability. Creative activities, such as making a dragon for Chinese New Year allow children to gain a greater understanding of the similarities and differences between their own and other peoples' cultures.

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

Effective action is taken by staff to minimise children's upset and support them to settle quickly. The children's unique needs are effectively identified before children start and plans are put in place to ensure that children are well supported. A series of visits are arranged, and information is shared between parents and their child's key person and used to help children develop secure bonds so that they feel safe and secure. For example, on children's first day in the setting the key person stays close by and explains routines and activities to support the child. Consequently they are relaxed; they enjoy watching the puppet show put on by their peers, sitting at the table for snack and as confidence increases, running around in the garden. Children enjoy being with the staff and they are introduced to visitors so that they understand who they are and why they are present.

Children are well behaved and the polite role models from the adults help children to learn about sharing and caring for others. The premises are safe and children learn about keeping themselves safe through the daily procedures and club rules. For example, they understand not to run around indoors and staff remind them about being aware of others when kicking footballs outside. Children learn about helping others as they join in fundraising events and contribute to the establishment of community projects, such as the introduction of a food bank. They raise funds and visit the local supermarkets to purchase food stuffs. With adult support, they use their writing skills for lists and the use of technology, such as calculators when purchasing the food. This allows children to gain experiences that positively foster their personal and social development and enhances their early literacy and mathematical skills.

Children's independence and self-help skills are fostered at snack time as they follow appropriate hygiene routines and they freely pour themselves a drink when thirsty. A healthy menu is offered with children and parents being consulted about additions to the menu. Staff talk with the children about how some treats are appropriate and a balance of foods, along with regular exercise, is essential to promote good health. The setting is kept

clean and the staff implement good hygiene practices, such as wearing aprons when preparing food and wiping tables with antibacterial cleansers to help minimise the spread of infection.

The setting has effective systems in place to work with other services and professionals. They work very closely with parents and range of agencies to ensure those children requiring additional support are fully included. They ensure that all children receive the support they need given their unique needs and starting points.

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

The senior management team have established effective systems with which to monitor and assess that the setting continues to meet the requirements of the Statutory framework for the Early Years Foundation Stage. Day-to-day management follows the company policies and procedures well to ensure that children are kept safe. The areas of the premises used for the care of the children are maintained well and are kept very secure. The equipment is of a good quality and electrical items and fire fighting equipment are serviced as required. Risk assessment is regularly updated and staff follow daily safety checks with rigour. Children are kept well supervised and the routines for transferring between schools to the setting are well established and thought out. For example, the routes to be taken are recorded and staff based at the setting monitor the expected return times.

The setting has fully up-to-date and detailed policies and procedures for the identifying and reporting of any child protection concerns. These fully reflect the requirements of Sefton's Local Safeguarding Children Board and contact details and flow charts are accessible throughout the setting. The managers demonstrate extremely well, their ability to follow the procedures as required. Core training requires all staff to undertake training so they are familiar and conversant in the potential signs and indicators of abuse; and the steps to follow to report any concerns they may have about a child's safety. Detailed recruitment and selection procedures are followed and all staff have been fully vetted. Effective procedures are implemented to monitor staff's ongoing suitability. The management ensures that any changes to circumstances of staff where relevant are reported to Ofsted and other agencies as appropriate.

Staff are well supported and they have a good range of skills and qualifications. The senior management have good auditing methods to ensure that managers are fully supported and staff keep up-to-date with their roles and responsibilities. A regular programme of team meetings and one-to-one supervisions facilitate the sharing of information and foster the culture of mutual support. Training and information sessions are provided to staff to support their development and understanding of the changes in legislation and the expectations for supporting children's learning. Appointed out of school club coordinators monitor the curriculum and the educational programmes.

Self-evaluation is realistic and the managers and staff seek the views of others, such as the early years team, other settings and the parents and children. The management team

demonstrate enthusiasm and an ability to maintain continuous improvement. Since the last inspection a programme of refurbishment and improvement throughout the premises means children benefit from more pleasant and better equipped premises. These improvements include the creation of a sensory room, redecoration and replacement of some floor coverings. It means children are cared for in a more pleasing and cleaner environment. Therefore, their health and well-being is promoted and they are learning to contribute and take pride in their surroundings. All recommendations from the last inspection have been fully met, such as the safety of the outdoor play environment and the way that information about children's medical needs is shared with parents.

A wide range of information is made available to parents about the setting and displays and leaflets provide good information about how children learn through their play. Staff share information well when children are collected facilitating a regular exchange and update. Parents are relaxed and familiar with the staff and the routines within the club. The setting is able to demonstrate the close effective partnerships it has established with a wide range of agencies and other providers, such as schools, to promote the individual needs of each child. Children are supported well to make the best progress given their individual starting points and abilities.

### **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>	310434
<b>Local authority</b>	Sefton
<b>Inspection number</b>	915835
<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>	32
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Fun 4 Kidz
<b>Date of previous inspection</b>	28/09/2009
<b>Telephone number</b>	0151 932 9218

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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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