

Funzone At Feckenham

Feckenham C of E First School, School Lane, Feckenham, REDDITCH, Worcestershire, B96 6QD

Inspection date	08/07/2013
Previous inspection date	30/04/2012

The quality and standards of the early years provision	This inspection:	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

- Children are confident, purposeful learners who thoroughly enjoy their time spent after school. Staff effectively plan and organise worthwhile activities which reflect children's interests and build on what they learn at school.
- All aspects of children's well-being are effectively promoted. The high emphasis placed on getting to know children well and supporting all their emotional, learning and development needs, results in children who know how to keep themselves safe and healthy and are building positive attitudes and relationships.
- The exceptionally strong links with the host school and positive relationships with parents fully support children as they move between school, home and the club.
- The provider and staff work well together, and well-established safeguarding procedures, strong reflective practice and targeted training opportunities make a secure contribution to their success in fully meeting children's needs.

It is not yet outstanding because

- There is scope to more closely monitor the impact of teaching approaches and the educational programme so that staff have precise information about what improvements have been successful and those that may need altering, extending or a different approach.
- Professional development arrangements are not used consistently across the whole of the staffing team so that all practitioners continually improve their 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 observed children's learning and play activities in the outdoor play areas and held a joint observation with the club's supervisor.
- The inspector spoke with the club's supervisor and staff at appropriate times throughout the inspection and held a meeting with the owner/manager.
- The inspector looked at a range of documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the club.

Inspector

Christine Williams

Full Report

Information about the setting

Funzone at Feckenham registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings owned by the same provider and is run under limited company status. The club operates from two rooms within Feckenham C of E First School in a village near Redditch, Worcestershire. Children have access to the school's main hall and have occasional use of a classroom. They also have use of the playground and playing fields. The club serves children attending the school.

There are currently 23 children on roll, aged between four to eight years, five of whom are within the early years age range. Older children up to the age of nine are also cared for. The club opens each weekday from 7.30am until 8.45am and 3pm until 6pm, during term time only. It supports children who speak English as an additional language.

In total there are four members of staff employed at the setting, some of whom work on a part-time basis. The owner/manager holds Early Years Professional Status, with the club's supervisor holding a level 3 early years qualification. One other member of staff holds level 3 and another holds level 4.

What the setting needs to do to improve further

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

- monitor the effectiveness of improvements made to teaching approaches and the educational programme, and analyse if these need to be changed, revised or built upon to ensure their success
- use existing mentoring, coaching and targeted training opportunities more consistently across the whole of the staffing team, so that all staff benefit from a high quality professional development programme that will strengthen their knowledge, understanding and practice.

Inspection judgements

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

Children enter the club with confidence and quickly become engrossed in activities which they choose for themselves. The youngest children play cooperatively alongside the older children, learning to mix sociably and gathering the confidence to support their move on

to the next year group at school. Children are skilfully supported and facilitated by staff who have an accurate understanding of each child's learning needs, interests and the things they enjoy doing most. Children are cared for by a committed, caring and enthusiastic staff team who make sure all children are involved and enjoy their time after school. Staff provide a range of activities and experiences which capture children's interest, enable them to learn new skills and effectively complement their learning at school. They also recognise that children need time to relax after a busy day at school and provide plenty of time for them to sit and chat, rest if they want to or enjoy running around outside and playing lots of physical games.

Staff work extremely well in partnership with the school the club serves. Regular formal and informal meetings are held between the reception teacher and the club's supervisor. This promotes ongoing discussion about what aspects of children's learning being focused on in school, and how these can be complemented and supported by activities in the club. These are highly effective and used to shape teaching approaches and develop planned activities that are based firmly on the individual learning needs of the children attending. For example, cooking activities are planned around a child's love of a book about a cake, and a young child's confidence in recognising simple words is enhanced through games that match words to pictures. 'Learning journals' are produced for the youngest children to track and monitor their progress, and these are regularly reviewed by both the club's supervisor and the school's reception teacher. This enables information to be shared, highlights any areas for future support and gathers a complete picture about the different ways children respond when in school and outside. Consequently, a successful shared approach to children's learning is promoted across the two settings.

Staff and children talk freely together, sharing news, asking questions and enjoying communicating. Staff are skilled at giving children time to think before replying, and this helps the youngest children develop the confidence to gather their thoughts and frame their reply without feeling rushed. Staff recognise those children who need extra support with their communication skills. They ensure children who speak more than one language have regular opportunities to practice and expand their use of English, and check that all children have understood instructions. A variety of effective methods are used to support children's language skills, such as signs, gestures and key words in home languages. These help children to communicate well, take part in conversations and learn to listen to others. As a result, there is a relaxed and positive buzz within the club, where children have a lot to say. Staff support children's early literacy skills by sitting with them to read, providing word games that help children link words to pictures and helping them sound out letters as children write their names or make marks with chalks. An outdoor number line gives children the chance to practise simple sums as they help each other by pointing to numbers and try to add these together. Children show they are willing to 'have a go' and enjoy engaging in new experiences. Staff sensitively make sure they are on hand to support children during the learning process, skilfully talking to them about what they are doing and effectively promoting their creative and critical thinking. For example, a young child becomes fascinated when pouring water into a maze and is prompted to consider what might happen if more pieces are added or the maze is held up high. He beams with delight as he watches the water fall and move, then goes back to try more ways of pouring and moving the water. Children regularly dance and sing along to music CDs, dress up as favourite characters and use their imaginations as they make up their own

games and act out familiar scenarios. They experiment with different textures, such as shaving foam, sand and paint, and enjoy using magnets and exploring in the garden during bug hunts.

Parents are provided with good quality information about their children's learning. They regularly see their child's 'learning journal' and often take this home to show other members of the family. These records help parents understand what children are learning, the new things they achieve and what staff are helping children to learn next. They often also include photographs of their child's friends, so that parents get to know and understand the special relationships being formed at the club.

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

Children are happy to be collected from outside their classroom by the club staff and chat happily as they join their friends and wait to move on to the school hall. Those children who are new to the group are given extra support and attention, and staff ensure the youngest children have all their personal belongings and know where to put these within the room. Staff ensure children are confident about where things are and what to do, and this helps them to feel more secure. For instance, they make sure that there is somewhere for the youngest children to sit quietly if the hustle and bustle of the club becomes too much at times. Warm, caring relationships are evident, with children developing close bonds with staff and firm friendships with the other children attending. For example, the youngest children often play alongside their older friends, who offer support and encouragement as they work together to carry the water tray or set up the marble run. Staff manage children's transition into the club very effectively. Children and their parents are invited to visit before the placement begins, and important information is gathered about each child's individual needs, likes and interests. For example, staff gain details about the child's family, friends and what they can do, and about their favourite foods, toys, games and television programmes. This enables children's key persons to gain a clear picture about each child, help them settle and plan things for children to do that match their interests.

Children behave well because they know what is expected of them and have clear rules to follow that make sure they enjoy their time after school. There are rewards for behaving positively, leadership sessions that help children develop the skills to lead and consider others, and regular opportunities to be 'monitor' for the day. This approach gives children time to reflect on and develop a firm understanding of what is acceptable behaviour and help contribute to setting's rules and boundaries. Staff work closely with the school to build on and complement the behaviour management techniques used with individual children, and these have led to very positive results. Children readily help to tidy toys away when they are no longer needed, share, take turns and play together cooperatively. Older children show a caring attitude towards the younger ones, willingly helping them to put their belongings on the peg or pour drinks. There is a happy, friendly and relaxing atmosphere within the club. A display board contains examples of children's topic work, along with details of what each child likes best, such as their favourite book or dressing up in the fairy costume. Plans for the week are also displayed so children know what things they can look forward to, including a bug hunt, cooking and 'messy play Friday'.

Staff give children clear messages to help them develop a good understanding of why a balanced diet and keeping physically fit is important to their health. Healthy snacks of fresh fruit, carrots and breadsticks are provided each evening after school, and these are often taken outside and enjoyed picnic style. Regular cooking activities provide opportunities to talk about food, read and follow recipes and work together to make pizzas. There is also a small garden area where children plant, tend and harvest their own crops and use some of these to make favourite foods for afternoon snacks. For example, children have grown garlic chives and mixed these with cream cheese to make a sandwich topping and dip. Children wash their hands before snacks, and their growing independence at school is built on as they are given the responsibility for taking themselves off to the toilet, but always letting staff know first. There is a high emphasis placed on making sure children go outside to play, whatever the weather, and they benefit from the support of a qualified sports coach and being able to use several outside areas, all of which offer a wealth of different experiences and learning opportunities. As a result, children learn to use bats and balls, play football or cricket, jump in and balance on tyres, and dig and plant in the growing area. Staff build on these outdoor experiences to help children learn to manage risks and keep themselves safe. For example, children know how to safely negotiate the rope bridge and think about safety considerations, such as keeping fire exits clear, when deciding on the best place to build a den.

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

Those in charge lead the staff team very well, which ensures the requirements of the Early Years Foundation Stage are met very successfully. The owner/manager is an experienced childcare practitioner who holds Early Years Professional Status, while the club's supervisor is highly effective in making sure the club runs smoothly on a day-to-day basis and that children's individual needs are placed at the forefront of all that they do. Links with the host school are very good, with some aspects of this partnership moving towards outstanding. There are also close links with the area special educational needs coordinator and local support agencies. As a result, children benefit from a well-considered, complementary approach that fully supports their care, learning and play.

Staff are vigilant and know what action to take to make sure every child in their care is protected. The environment is safe and secure, with any possible risks managed and minimised and the premises checked before children arrive each day. Staff take their responsibility for children's safety and security seriously, and use close links with the host school to help facilitate this. For example, visitors access the club via the school reception area, and are given a copy of a safeguarding leaflet specifically designed to keep visitors and volunteers informed of important considerations, such as making sure they behave appropriately around children. Parents use a separate entrance to collect their children from the club, and staff do not release children to anyone other than those who have been named and authorised by parents. Staff have completed training in safeguarding children and, as a result, they are confident in their ability to recognise the possible indicators of abuse or neglect and know who to refer concerns to when necessary. There is a thorough understanding of how to ensure that day-to-day procedures do not conflict

with the importance of protecting children, and so the use of mobile phones and cameras is carefully controlled and they are stored securely. Recruitment procedures are thorough, and include ensuring staff are checked to make sure they are suitable to work with children. Safeguarding policies and procedures are detailed and shared with parents, backed up with notice board displays showing safeguarding contact numbers, details of how to refer any concerns and what action will be taken if there is an allegation made against a member of staff.

There is a clear focus on reflective practice within the setting, with an effective two-tier approach used to identify and drive improvement to both the overall levels of practice and to the care and educational programme offered to children. This has led to changes that have included improved consistency in staffing qualification levels and a variety of changes to teaching approaches that have had a very positive impact on raising children's levels of achievement. The club's supervisor is particularly skilled at using strong partnership working with the host school to carefully plan improvements that are firmly based on children's individual learning and development needs. These are recorded and reviewed informally, and staff know when changes have been successful or not. However, they do not precisely monitor and analyse the full impact of any changes made. As a result, staff do not always have the precise information needed to make informed decisions about when to make further adjustments or consider trying a different approach.

Good progress has been made since the last inspection in relation to ensuring staff qualification requirements are consistently met at the setting. More effective staff deployment and focused training plans have helped ensure that staff are appropriately qualified. Additional training opportunities for staff are mainly good, with assistants accessing a rolling programme for updates to first aid and safeguarding training. Specialised, targeted training is offered to the supervisor of the setting, who has regularly updated her knowledge on specialised subjects, such as how to support children with particular health conditions. Yearly appraisals are carried out and monthly meetings are held with the supervisors of all five settings within the Funzone group, so that they can meet to discuss issues, share practice and benefit from peer mentoring. The owner/provider is often present at the club and sometimes works alongside staff, observing their practice and helping develop consistency through coaching. However, some staff within the club work limited hours on a part-time basis and so are not always available to take up some of these development opportunities. As a result, not all staff are able to consistently benefit from the existing professional development arrangements in order to strengthen their knowledge, understanding and practice.

Partnerships with parents are good. They receive a prospectus when the placement begins, which clearly explains how the service operates. Daily discussion provides good two-way communication, and notice boards, information sent home and use of a social media site help to keep them well informed. Parents' views of the service are continually sought to ensure they remain satisfied with the service. They speak very positively about the club, stating that they find staff very caring and approachable, their children are always happy and interested, and they like the fact that their child's progress is linked to what they are learning at school.

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

Unique reference number	EY436719
Local authority	Worcestershire
Inspection number	874645
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	23
Name of provider	Funzone Ltd
Date of previous inspection	30/04/2012
Telephone number	07905472449

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Type of provision

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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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