

Funzone Out of School Club

Thorley Christian Centre, Viceron Place, Bishops Stortford, Herts, CM23 4EL

Inspection date

01/07/2013

Previous inspection date

19/01/2009

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's well-being is supported effectively through the strong attachments they make with staff.
- The manager and her staff team work well together and are friendly and approachable. They are motivated to bring about improvements that will have a positive impact on the children.
- Children are safeguarded because all staff have undertaken the necessary training and know what to do if they should have a child protection concern.
- Secure partnerships provide effective continuity of care and learning between home, school and the club.

It is not yet outstanding because

- There is scope to increase opportunities for children to explore technology, by more regularly providing equipment, such as computers, torches, cameras and programmable toys, for them to play with.
- There is scope to enhance the use of the outdoor play area to promote children's opportunities to explore and investigate the environment.

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 both indoors and the outside learning environment, held discussions with members of staff and interacted with children attending. She conducted a joint observation with the manager.
- The inspector held a wide range of discussions with the provider.
- The inspector looked at children's assessment and planning records, evidence of the suitability of staff working with children and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Ann Cozzi

Full Report

Information about the setting

Funzone Out of School Club opened in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a local community centre setting in the Bishops Stortford area of Hertfordshire. Out of school club serves the local area and is accessible to all children. It operates from the Thorley Christian Centre and there is a fully enclosed area available for outdoor play.

The out of school club employs five members of child care staff. Of these, one holds appropriate early years qualifications at level 5 and four hold qualifications at level 3.

The out of school club opens Monday to Friday sessions are from 3.30pm until 6.15pm term time and from 8.15am until 6pm during school holidays. 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:

- review and further improve children's opportunities to explore and operate information and communication technology equipment, such as computers, torches, cameras and programmable toys in order to consistently develop their understanding of age-appropriate equipment and computer software
- review the organisation of the outdoor learning environment to enhance children's learning opportunities across all areas, by providing stimulating resources and equipment which encourage exploration and investigation of the environment.

Inspection judgements

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

Staff have a good level of awareness with regard to their understanding of the Early Years Foundation Stage requirements. They use a wide range of teaching techniques, which effectively support children's learning through play. Observations and assessments undertaken on each child are accurate and are used consistently to inform planning. As a result, educational programmes provide children with an interesting range of learning experiences. The use of information about children's individual interests is used to effectively engage their participation in learning. Children are making good progress in

their development and are gaining many skills to help them in their future learning. Parents are kept well informed about their child's achievements and progress through discussion, and regular access to personal assessments.

Children enjoy moving between the indoor and outdoor learning environments making choices about what they would like to play with next. They show confidence as they happily greet staff and peers on their arrival from school. Children enjoy time spent in the fresh air taking part in vigorous play, which support the development of physical skills. For example, they negotiate space successfully as they play ball games with peers, adjusting their speed and changing direction to avoid obstacles. Staff organise some interesting, pre-planned activities outdoors. For example, filling pots with soil and planting seeds, which helps children to develop an understanding of the world and how to care for living things. However, the outdoor environment does not consistently offer opportunities for purposeful learning across all areas. Staff sensitively support children to gain an understanding of the rules, as a result they are able to take part in group games alongside their peers. Children demonstrate their developing skills in communication, initiating conversations asking appropriate questions of others, such as, 'Whose team am I in?' Children demonstrate their understanding and listening skills as they take account of what others say. For example, they move to the correct position when informed by another child that it is time to swap ends.

When playing with dough children use their hands and some simple tools to effect changes to materials. As they mould and cut their piece of dough they use their imagination to make a pretend pancake roll. Staff consistently encourage children to develop literacy skills. For example, writing their own name on their creations, forming recognisable letters, most of which are correctly formed. Children have fun as they explore information communication technology. However, opportunities to build on this are not maximised by staff. This is because, while there is a good selection of resources, such as, computers and calculators, these are not regularly made available for children to play with.

Children are consistently encouraged to develop their communication and social skills. For example, they enjoy sitting together at tea time, engaging in social interaction with staff and their peers, developing their understanding about food from different countries. This is supported well by staff who demonstrate their genuine interest in what each child has to say, ensuring they have plenty of time to think before replying. Staff provide consistent praise and encouragement, which effectively supports children to develop a sense of self-worth.

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

The safety and security of the out-of-school environment is good. This shows that the provider and her staff have a clear understanding regarding the importance of minimising risks to children. Children's transition is successfully supported by staff who collect important information about each child's personal needs prior to their start date. In addition settling-in visits are organised ahead of time, which ensures children get to know their key person and familiarise themselves with the environment. As a consequence,

children show a strong sense of belonging and confidence in an environment which is warm and welcoming.

Staff act as good role models as they consistently implement an effective range of behaviour management strategies. This ensures that children are provided with sensitive age-appropriate guidance about what is acceptable behaviour. As a result, children demonstrate their growing awareness of boundaries and behavioural expectations. For example, during a group game they decide that they would prefer to bounce the ball instead of kicking it. Moving away from the group they find another ball and initiate their own game with a member of staff. This reflects children's understanding about showing respect and consideration for others.

The good organisation of the environment and resources enables children to independently play, learn and explore safely. Staff take time to help children to learn about how to keep themselves and others safe. For example, they provide clear and consistent explanations about the reason safety guidelines are in place. Activities organised by staff help children to develop their understanding about how to manage risks, including how to safely use outdoor play equipment. Children regularly take part in emergency evacuation practice, which helps them to learn how to respond swiftly in the event of an emergency.

Children are supported very well by staff to learn how to maintain a healthy lifestyle. For example, they learn about healthy choices through the provision of a balanced range of foods from around the world. Children show a good understanding of how to care for their own personal hygiene as they independently take themselves to the toilet and wash their hands at appropriate times.

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

Staff show a good understanding of their responsibilities in meeting the learning and development requirements. Regular observations of children at play are undertaken and effectively assessed to identify their next steps in learning. This ensures the early identification of those who may need extra support. Key persons use this information to accurately plan a wide range of interesting activities. This ensures that children's individual needs are effectively met.

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the provider. She leads her team well, which ensures the consistent implementation of a wide range of procedures that promote good care, learning and development. Regular staff meetings and appraisals are effectively used to review all areas of practice. Training programmes in place ensure that staff's professional development is successfully promoted. Consequently, their knowledge and understanding is enhanced, supporting the service provided for children. New staff benefit from a thorough induction processes, which includes important information, such as child protection procedures. Staff have a good understanding of how to protect children, which is supported through appropriate safeguarding training. This ensures that they are aware

of the procedures to report any concerns to the Local Safeguarding Children's Board. Robust employment procedures are in place, which ensure that all staff are suitable to work with children. The wide range of policies and procedures in place are effectively implemented in practice supporting partnerships with parents and protect children. Detailed risk assessments are undertaken on a regular basis and safety checks are completed each day. This ensures that children are well supervised and remain safe and secure.

Positive partnerships with parents are forged. Parents speak highly of the care and learning their children receive. For example, they feel that there is good all round communication, staff show a great deal of care. They report that their children are 'very, very happy' and that the club 'is like a little family'. All parents spoken to would recommend the setting to others. Parents are kept informed about their child's progress through verbal and written feedback. This ensures that they are able to support their child's learning at home. Links with feeder schools are in place and further aid children's progress and development. Information sharing is effective, which supports the transition process for children. The provider and her Special Educational Needs Coordinator implement an effective system to ensure that, when needed, appropriate support is in place. For example, they gather information from parents about each child's specific needs prior to their attendance. This enables them to undertake risk assessments based on parents first-hand knowledge of their child. This ensures that the identification of any extra support is identified and addressed at the earliest opportunity.

The manager and staff team demonstrate a strong commitment to the continual development of the out of school club and have successfully identified priorities for improvement. The previous action and recommendation have been successfully addressed. For example, staff have implemented thorough risk assessments which are well maintained. Parent comments are invited through the use of questionnaires and a suggestion box. This information is assessed by the provider and her staff, who ensure that parents are kept fully informed of any proposed changes, and the impact they are expected to have.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	127800
Local authority	Hertfordshire
Inspection number	923181
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	42
Name of provider	Sabina Khetani
Date of previous inspection	19/01/2009
Telephone number	01279 503895

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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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