

# Funfishers Out of School Club

Fishergate, York, North Yorkshire, YO10 4AP

<b>Inspection date</b>	13/08/2013
Previous inspection date	04/01/2012

<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

- Children make good progress across all areas of learning due to the effective planning, monitoring and assessment systems, ensuring next steps in learning are identified and the environment is effectively organised to cover the areas of learning and development.
- Children explore the stimulating environment with much confidence and enthusiasm. They are well motivated and use resources effectively to support their learning and play.
- Secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- The embedded appraisal, monitoring, and supervision system, enables the staff to identify areas for personal development and work in an environment of continuous improvement.
- Positive relationships with parents and carers are developed through induction and frequent communication. Information is gathered and exchanged for the benefit of each child's continual care, learning and development.

### It is not yet outstanding because

- The outside environment is not rich in the written word, therefore, the opportunities to further enhance children's reading and writing skills are missed.

## 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 main playroom and observed play in the outdoor areas. A tour of the premises was completed.
- The inspector held meetings with the manager and talked with children and staff, including key persons, at appropriate times throughout the inspection.  
The inspector looked at relevant documentation which included, staff suitability checks, children's observation, assessment and planning records and other documentation linking to children's progress. Records of staff supervision and a representation of the policy and procedures documentation.
- The inspector took into account of the views of parents and carers spoken to on the day and information included in the parent questionnaires.

## Inspector

Carol-Anne Shaw

## Full Report

### Information about the setting

Funfishers Out of School Club was registered in 1992. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a registered charity managed by a committee and operates from a building in the playground of Fishergate Primary School. It is situated within walking distance of the city centre of York. The club has use of two rooms and access to a snack preparation area, toilets and two outdoor areas. There is a pre-school incorporated within the club. They serve the local area and is accessible to all children.

The provision employs 13 members of child care staff. Of these, most hold appropriate early years qualifications at level 3, The manager has an appropriate degree and Early Years Professional Status, the deputy has an Early Years Foundation degree and one member of staff has Qualified Teacher Status.

Funfishers is open Monday to Friday all year round. Sessions are from 7.30am until 6pm term time and 8am to 6pm school holidays. Children attend for a variety of sessions. There are currently 300 children attending of whom 38 are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special 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:

- enhance the outdoor learning environment by creating an environment that is rich in print where children can learn about words, for example, using names, signs and posters.

### Inspection judgements

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

Staff have a positive impact on children's learning and development so that children make good progress towards the early learning goals. They are aware of children's starting points and capabilities when they first come into the pre-school through clear baseline assessment. Staff make good use of ongoing observational assessment, they effectively evaluate children's play and incorporate their next steps of learning into the planning. Staff revise these aims each week to keep themselves aware of children's current learning

needs. The outside has been improved to provide a stimulating children's learning environment. The mud kitchen, sand and water play area gives many opportunities for children to explore and investigate. However, the outside areas are not rich in the written word, children do not have access to a range of written words to further develop their emerging literacy skills.

The educational planning for all areas of learning effectively helps children to reach, and sometimes exceed, the expected levels of development. Children achieve good personal, social and emotional development. They enjoy the challenges to develop physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. Older children gain an understanding of literacy and number, for example, recognising their names and using counting in everyday play. They have many opportunities to gain an understanding of their environment and to express their ideas through the many open ended creative opportunities provided.

All children receive effective support to develop good attitudes and the skills to learn effectively. The two year old children have the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. The well-established key person system ensures they have the information readily available to complete the required progress checks. The planned next steps for all children are well focused so that children moving on to school have good social and learning skills. Staff have a good understanding of how to offer appropriate levels of challenge to take individual children forward in their learning. They use open questions to help children think in further depth when they play games, discussing the different foods. Key persons know their children well and effectively use their starting points and interests to foster their learning and development. Children learn to share and take turns, working cooperatively as they play. Staff extend children's interest in storytelling with opportunities for children to join in with favourite stories. Children join staff in singing a range of songs and movement rhymes where they explore different ways of moving their bodies.

The staff are confident when working with children who have any special educational needs and/or disabilities or English as an additional language. The daily routines promote the use of language and staff plan extra time for individual children to have extra support to support their learning and development. Key persons prepare children for settling quickly into the group and later on to the next stage of their learning, effectively supporting individuals for transfer to school. Fully understood systems are in place to share information and work with other professionals involved with the children. The Early Years Foundation Stage progress check at age two has been implemented. These enable staff to work closely with parents to identify any individual falling behind their peers or below their expected achievement levels. Parents receive good information from the staff about their children's learning so they can continue this at home.

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

Children are happy and settled in the group, the effective key person system helps children to become familiar and to feel safe and confident within it. Children's emotional

well-being is fully supported because their needs are met and their feelings are recognised and accepted. Comprehensive information is gathered from parents and carers when children first start attending to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and pre-school. Care is taken to ensure that children are well prepared for when they are ready to move on to school. This ensures the children's move is as smooth and trouble free as possible. Children make friends and form friendships with their peers. This helps them to feel positive about themselves and others. Children respond well to the clear boundaries set for them. Children hear gentle reminders to say 'please' and 'thank you'. Older ones are well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example, tidying away equipment before lunch. The staff support children to become independent and achieve for themselves, they freely access the bathroom and inform staff they have washed their hands.

The pre-school's care practices support children to feel emotionally secure and effectively help children to be healthy. Staff consistently implement well-established procedures so that key persons welcome and support families and share information about children's care and welfare. As a result, the children form close bonds and secure emotional attachments to the caring staff. Children confidently seek staff out for help when needed. They have a positive approach to new experiences, as well as following simple pre-school routines that build confidence. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults.

Young children expand and develop their own learning situations. For example, a three year old spends time using the three-wheel scooter, then looking for the two-wheel one shows their skills to the staff. Children of all ages show good interest in investigating their surroundings. The allotment gives children the opportunities to plant and grow food. Children benefit from a good range of resources to make positive choices about their activities. In doing so, they gain good skills to eagerly and confidently talk and play with adults and each other. The staff effectively ask their opinions, take time to listen to their ideas and support them to develop their interests.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. For example, children talk with staff about the healthy fresh vegetables and fruit they are having for snack. Staff regularly take children for walks around the local area to give them opportunities to explore their own community. Children learn how to fasten clothing, recognise their belongings and change their boots and shoes. As a result, older children achieve good independence in hygiene and managing their personal care.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development

requirements of the Statutory framework for the Early Years Foundation Stage. There is an accurate overview of the curriculum through the monitoring of the educational programmes. The pre-school offers a broad range of experiences to help children make progress in all areas of their learning and development. Staff reflect on what they provide for the children and are aware of the need to review and continually develop the provision to extend children's learning. There is a high level of understanding of how children learn, the teaching is good and the staff team have a secure understanding of each area of learning and how children learn through play. The pre-school manager monitors the levels of assessment and planning to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Staff work closely with individual children who have any additional needs, so that they make supportive interventions and any gaps in their learning are quickly addressed. Joint working with other professionals supports improving outcomes for children.

Children are well protected through clear safeguarding procedures. All staff and volunteers complete child protection training and have a good understanding of their responsibilities in this area. The premises are kept secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are well met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Staff take steps to ease issues of accessibility for using the first floor of a building. Robust recruitment, employment and induction procedures are in place and implemented well to protect children. The parent committee are cleared and fully support the management of the group. Staff have a good understanding of the safeguarding and welfare requirements and these are well met throughout the provision. Staff know and follow clear policies and procedures and implement these consistently.

There are good systems and procedures in place to liaise with other care providers that children currently attend. Staff recognise that partnerships make a strong contribution to meeting children's individual needs. There are effective systems in place for monitoring and supporting staff professional development through access to training events. These have a positive impact on developing practice in the pre-school. Self-evaluation takes into account the views of staff, children and parents. They also seek feedback from other professionals working in early years. As a result, the staff team are aware of areas that can be developed further.

### 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>	321571
<b>Local authority</b>	York
<b>Inspection number</b>	915355
<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>	50
<b>Number of children on roll</b>	300
<b>Name of provider</b>	Funfishers Out of School Club Committee
<b>Date of previous inspection</b>	04/01/2012
<b>Telephone number</b>	01904 677870

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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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