

# Funtasia Club

Manby Lodge Infant School, Princes Road, WEYBRIDGE, Surrey, KT13 9DA

<b>Inspection date</b>	03/07/2013
Previous inspection date	27/01/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has not obtained enhanced Disclosure and Barring Service checks for all adults working with children. There are no qualified staff working at the breakfast club.
- Staff do not have a secure understanding of safeguarding procedures to respond in a timely and appropriate way when inappropriate behaviour is displayed by a member of staff, or any other person working with the children.
- The safeguarding policy does not include the use of mobile phones and cameras. Required documentation relating to safeguarding was not available for inspection.
- Staff recruitment, induction and appraisal procedures are not effectively used in practice to identify staff suitability and their understanding of policies and procedures.
- Staff do not make good use of risk assessments to identify potential hazards related to the security of the premises and do not ensure children are well supervised at all times.
- The named practitioner responsible for behaviour management does not have the necessary skills to advise other staff on behaviour issues to ensure they do not use or threaten any punishment which could adversely affect a child's well-being.
- Self-evaluation systems do not clearly identify strengths and key weaknesses.

### It has the following strengths

- Staff effectively follow procedures for the collection of children by adults known to their parents.

## 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 play areas.
- The inspector completed a joint observation with the manager of the provision in the main play area.
- The inspector talked with staff, children and the manager at appropriate times throughout the inspection.
- The inspector looked at planning documentation and checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation processes.
- The inspector took account of parent's views spoken to on the day of the inspection.

## Inspector

Catherine Greenwood

## **Full Report**

### **Information about the setting**

Funtasia Club is a privately owned setting in Weybridge, Surrey which registered in 2008. It operates from Manby Lodge Infant School and provides out of school care for children attending this school and St. Charles Catholic School. Children have access to the main school hall, library, art room and toilets. Sometimes they have alternative accommodation in other areas of the school. There are several areas available for outdoor play. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 58 children aged from four to eight years on roll, of whom 14 are in the early years age range. The club is open from 7.50am to 8.50am and 3pm to 5.45pm, Monday to Friday, term time only. There are six members of staff, of whom three hold appropriate qualifications. The provision occasionally provides care during school inset days, when older siblings may attend.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice with a timescale of 30 September 2013 requiring the provider to:

- improve staff understanding of safeguarding procedures so that they can respond in a timely and appropriate way when inappropriate behaviour is displayed by other members of staff, or any other person working with the children.
- obtain an enhanced Disclosure and Barring Service check in respect of every person aged 16 and over who works directly with children.
- ensure the safeguarding policy includes the use of mobile phones and cameras.
- improve the use of risk assessments to identify potential hazards related to the security of the premises and ensure children are well supervised at all times.
- ensure the manager of the breakfast club holds at least a full and relevant level 3 qualification and at least half of all other staff hold at least a full and relevant level 2 qualification.
- ensure records are easily accessible and available for inspection, with particular regard to certificates relating to safeguarding, staff qualifications and paediatric first aid.
- ensure the named practitioner responsible for behaviour management has the necessary skills to advise other staff on behaviour issues and ensures that staff do not use or threaten any punishment which could adversely affect a child's well-being.
- ensure that all staff receive effective induction training to help them understand their roles and responsibilities.
- implement effective systems to ensure that practitioners are suitable with specific regard to obtaining appropriate references for new staff.

**To meet the requirements of the Early Years Foundation Stage the provider must:**

- foster a culture of continuous improvement by developing the self-evaluation system to identify and address key weaknesses, and to include the views of staff, children and parents.
- ensure all staff have suitable knowledge, understanding and skills to plan and support children's learning experiences, responding to each child's emerging needs and interests and guiding their development through warm, positive interaction
- ensure that regular staff appraisals are carried out to identify any training needs and secure opportunities for continued professional development for staff

## Inspection judgements

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

Children are provided with a range of activities and resources they enjoy using. Staff provide them with support when they ask, so they can achieve their aims. Children improve their skills in listening and talking as they play together and take part in some discussions with staff. For example, as they enter into conversation while sitting and helping to make sandwiches for snack time. However, children's play is not enriched by the staff's participation in activities. Staff do not reflect on their practice to identify how they can adapt their approach to guide and extend activities and children's learning. This is mainly because they rely on the owner of the provision to complete the planning, and they lack commitment to interact with children. Consequently, children make limited progress in relation to their developmental starting points. Children choose how they spend their time, rather than following prescribed activities. They are given time to engage in lots free play, chat with their friends and relax. Staff respond to children's requests to play outdoors. They use walkie-talkies so that children can develop independence as they move freely between the indoor and outdoor play areas. Children enjoy playing football and using scooters in the outdoor play area. Staff have a satisfactory knowledge of children's individual needs and respect the choices they make. They share necessary information about children's individual needs with parents, such as information that needs to be passed on from the school.

Children have access to a range of media and materials which staff set out on a table for each session. For example, they use clay, paint, glue and collage materials. They take part in activities that extend their designing skills, such as junk modelling, cooking and making flowers and cards for Mothers' and Fathers' days. However, an art club run by the school, operates at the same time in the hall where children attend the after school club. Some children, who want to join in, are not able to do so. The manager has not reflected on this arrangement, she does not see this as a disadvantage. Consequently, she has not approached the school to see how arrangements could be improved so that children are included in all activities and events.

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

Children are self-motivated and play without encouragement or help. Staff support them with finding and using resources successfully, while not controlling their direction or choice. Children are generally well behaved and get on well together. However, some children find it difficult to share the resources, such as the bikes and are injured in the process. On these occasions staff send them indoors to receive treatment, but do not talk to all children involved in incidents. Consequently, children do not learn what is expected or how their behaviour affects others. Children's health is generally well promoted and there are healthy snacks made available throughout each session. There are water fountains for children to use near the toilets and in the outdoor play area. The owner plans to remind staff to make drinks available in the main play area at all times. This is

due to actions made at the inspection, where children cannot now leave the room unsupervised.

There is a satisfactory range of accessible indoor and outdoor resources and children benefit from using resources in the school, such as a low level assault course. Children learn about their own safety. For example, staff talk to them about not going near the gates in the playground and to let them know when they want to move between the inside and outside play areas. Children have access to some resources that reflect diversity, such as dolls and games representing people from around the world. Their awareness of difference is promoted as they make dragons and money purses for Chinese New Year and decorate pictures of their hands for Eid celebrations. Children move smoothly between the school and the provision. Teaching assistants from the school bring children into the hall where the club is located and share information. This means that staff know how children feel when they arrive at the club and can pass on any necessary information to parents.

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

The inspection was brought forward due to a notification from the provider and the local authority. Ofsted were informed that a child's safety and welfare was compromised because a member of staff acted inappropriately when managing their behaviour. The inspection found that the owner of the provision took action as soon as she was informed to ensure this does not happen again by dismissing the member of staff. However, the manager working at the provision did not take immediate action at the time of the incident to implement the safeguarding procedures, because she did not know how to respond. Some staff attend safeguarding training facilitated by the local authority. However, none of the staff present at the time of the incident took appropriate action, which shows their poor understanding of safeguarding procedures. This puts children's safety and welfare at risk. Staff who continue to work at the provision do not always manage behavioural incidents effectively by giving children clear boundaries and expectations. This is because the owner does not use robust induction or appraisal procedures. The owner has not monitored staff understanding and implementation of policies and procedures or identified their training needs. In addition, the named practitioner responsible for behaviour management does not advise other staff on behaviour issues. This leads to inconsistent and poor practice. Staff currently working at the provision undergo appropriate checks, including new staff who have checks completed as part of the Disclosure and Barring Service. However, the owner of the provision has previously not obtained an enhanced criminal records disclosure in respect of every person aged 16 and over who works directly with children. In addition, she has not always obtained references for staff. The safeguarding procedure does not include the use of mobile phones and cameras. These are some of several legal requirements that are not met within the provision. As a result of the incident notified to Ofsted, the owner has identified some aspects of the provision that need to improve, for example, to make better use of recruitment procedures to ensure staff suitability before employing them and review and improve the effectiveness of staff practice. However, as a result of the inspection findings, the provider is required to take

further action as they are not complying with a number of aspects of the safeguarding and welfare requirements for the Statutory framework for the Early Years Foundation Stage and for the Childcare Register.

Staff complete risk assessments for the premises and take action to reduce some safety hazards. For example, they do not let children play on climbing equipment when it is slippery. Children use the toilets independently without staff supervision. However, the toilets are located in the same building near to a fire exit door that can easily be opened. This gives access to various playgrounds and a gate within the premises which is not locked and leads to a road. This presents a risk to children's security and safety. Staff have not considered this risk or taken action to supervise children when they are using the toilets, to reduce the potential hazard of them being able to leave the premises. The manager and some who staff work at the after school club hold appropriate qualifications, including first aid. However, none of the staff working at the breakfast club hold an appropriate qualification and the first aid certificate held by a member of staff working in this part of the provision is not available for inspection.

Staff discuss children's individual needs on a daily basis and at staff meetings to ensure activities are suitable for their age and stage of ability. They are receptive to children's requests to use play equipment and help them to access favourite resources, such as a marble run which provides them with challenge. Parents are sent newsletters with information about activities and diary events which invite them to comment about the provision and make suggestions. However, the owner and manager of the provision do not evaluate the quality of the provision through regular consultation with staff and children. Consequently, there has been no action taken to drive continuous improvement or tackle weakness identified at the last inspection. This is because the owner and the manager are not sufficiently ambitious about improving provision and practice, including motivating staff.

Staff talk to parents and teachers and observe children with special educational needs and/or disabilities in the school where the provision is based. This means that everyone involved with children has clear aims to follow the same approach to provide continuity of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that children receiving childcare are kept safe from harm (compulsory part

of the Childcare Register)

- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person and any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- undertake a risk assessment of the premises and equipment, immediately where the need for an assessment arises, and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring for children on those premises becoming aware of the child leaving (compulsory part of the Childcare Register).
- ensure that at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work, and the manager has a qualification at a minimum of level 3 in a relevant area of work (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner. (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that no individual who is unsuitable to work with children has unsupervised access to a child receiving childcare (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person and any person caring for, or in regular contact with, children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- undertake a risk assessment of the premises and equipment, immediately where the need for an assessment arises, and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (voluntary part of the Childcare Register)
- ensure that at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to the childcare, or training in the core skills as set out in the document 'common core of skills and knowledge for the children's workforce' (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner. (voluntary part of the Childcare Register)



## 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>	EY374097
<b>Local authority</b>	Surrey
<b>Inspection number</b>	925283
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Sandra Iris White
<b>Date of previous inspection</b>	27/01/2009
<b>Telephone number</b>	01932 851 848

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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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