

Funky Monkeys Kids Club

116 Bancroft Road, WIDNES, Cheshire, WA8 3LL

Inspection date	23/09/2013
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 happy and settled in the club because the staff have very good relationships with them. Staff know the children well and consequently, they are able to meet the needs and interests of the children effectively.
- Children behave very well and they understand the behavioural expectations of the club as staff are good role models. As a result, children's behaviour is good.
- Safeguarding is good because staff have attended safeguarding training and there are robust policies and procedures in place to protect children.
- Children are given many opportunities to make independent choices, including their choice of snack, which is taken from a varied menu of healthy options. Therefore, children are becoming independent.
- Staff regularly observe children while they play, assess children's achievements and plan appropriate activities to support children's learning. Consequently, children make good progress.

It is not yet outstanding because

- The club's outdoor area is currently out of use and so some opportunities for outdoor experiences are not available to the children.

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 toured the club with the manager.
- The inspector interviewed the manager.
- The inspector carried out observations and talked to staff.
- The inspector talked to parents.
- The inspector looked at a sample of documents, including planning and policies.

Inspector

Anne Parker

Full Report

Information about the setting

Funky Monkeys Kids Club was registered in 2009. It operates from a self-contained unit within a mall of shops in the Halton View area of Widnes. The breakfast and after school club is open each weekday during term time from 8am to 9am and from 3pm to 6pm. A holiday club also operates during school holidays from 8.30am to 5pm. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are currently three children on roll in the early years age range and 47 older children. The club supports children with special educational needs and/or disabilities. There are four members of staff, all of whom hold appropriate early years qualifications; two at level 3, one at level 2 and one at level 4 in play work. The manager also holds a qualification at level 3.

What the setting needs to do to improve further

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

- extend the range of outdoor activities offered to children, especially while the club's outdoor area is not in use.

Inspection judgements

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

Staff have a good understanding of how they can support children's learning and development and the requirements of the Early Years Foundation Stage. Admission documents and discussions with the child and parents help staff to develop an understanding of the needs and interests of the child when they start. Verbal discussions between the staff and parents at handover times mean that parents are kept well informed about their children's progress. Staff also share observations and assessments with parents at key times of the year. Consequently, parents know what their child is learning and how they can support them at home. Information is shared well between school, home and club and this three way communication ensures that children's needs are quickly identified and met.

Staff carry out regular observations of children as they play and assessments of their achievements, which are linked to the Early Years Foundation Stage. Therefore, they know where children are in their learning and how they can support them further. This helps children to make good progress and ensures that they gain a wide variety of skills to

support their future learning. Communication and language is supported well in the club. Children use a quiet book area where there are a wide range of books to support children's individual interests. Staff talk to children throughout the session, encouraging them to talk about what they have been doing that day. Staff help children identify correct words to place on a magnetic board to make up sentences.

Mathematics is promoted well as children play with games and jigsaws, which promote their knowledge of shape and number. For example, as younger children play with large dominoes on the floor, staff support children's knowledge by talking about the colours and numbers on each piece and helping the child to find a match. As a result, children's mathematical skills are developing well.

Children quickly settle and eagerly choose and initiate their own activities, which enhances their confidence and encourages them to drive their own learning. The indoor area is divided into four areas and children choose to be restful in the cosy room or busy with a range of games and activities in one of the other rooms. Children become engrossed in purposeful play and games. They have fun as they dress-up and play imaginatively with friends and adults who care for them. Children enjoy role play and re-enact real life experiences as they become deeply involved in their imaginary play using dolls, dressing-up clothes and small world figures effectively.

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

Children are happy and settled in the club, because the staff have very good relationships with them. Staff know the children well and consequently, they are able to meet the needs and interests of the children effectively. The key person system helps children to develop secure attachments. New children are supported to settle through discussions with parents about their interests, a programme of visits and a buddy system where more experienced children help to look after the child. This works extremely well and children settle quickly. Older children help staff to prepare snacks and remind younger children of the routines. Younger children are given verbal reminders about washing hands before eating and are encouraged to manage this themselves. This helps children develop independence. Children choose which snack they would like from a menu of healthy options and staff talk to them about the types of food and why it is important to eat healthily. Children visit the local park and so are given opportunities for physical play. As a result, children are developing a good understanding of how to keep themselves healthy.

Safety is a priority for the staff. They carry out daily checks of the rooms, removing anything that could cause accidents. The children wear high visibility jackets when walking to the club from school and on trips to the park. Visits to the park are managed extremely well, with staff working as a team to ensure children are safe. The first aid kit and relevant phone numbers are taken along and children behave exceedingly well on the walk to and from the park, listening and responding quickly to staff.

Staff are deployed well at the club, ensuring there is a good balance between children having freedom to play with their friends and appropriate interaction from an adult. Children manage their own rotas for using the computers to avoid arguments and putting

away games before getting others out. Their behaviour shows they feel valued and safe at the club. The setting provides a welcoming environment which is well resourced indoors. However, the settings own outdoor play area is currently not in use due to some recent vandalism. Consequently, children are taken to the local park for physical play but further opportunities for outdoor activities are not available.

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

The manager has an effective overview of the curriculum and staff work closely together to support the learning and development of the children. Planning and assessment are regularly monitored and discussed at supervisions and team meetings. Children with special educational needs and/or disabilities are identified and well supported through good partnerships with parents, school staff and other agencies where necessary.

The manager has an excellent understanding of her responsibilities to ensure the safeguarding and welfare requirements of the Early Years Foundation Stage are implemented. There is a well written policy which has been supported and ratified by the Local Safeguarding Children Board and staff have attended recent safeguarding training to ensure they have up-to-date knowledge about how to keep children safe. Staff have a secure knowledge of what to do if they have a concern about the welfare of a child. There are clear procedures which help to safeguard children, including parents signing children out of the club, ensuring staff know who will be collecting children and the use of passwords for unexpected situations. There are robust procedures for selecting, recruiting and inducting staff. Long standing staff are also monitored to ensure their ongoing suitability to work with children.

A full self-evaluation process takes place approximately every six months, giving staff an opportunity to be reflective and set challenging targets for future improvement. However, the staff also attend regular team meetings and have daily briefings which allow them to raise issues or suggest changes more frequently. They also discuss with parents and children to find out what they like and what they would like to be improved. As a result of suggestions from parents, the manager has improved the website to allow parents to make comments online as they are not always able to discuss issues during collection times. This has had a positive impact on communication between the setting and parents as information can be exchanged more easily.

Staff have regular supervision sessions with the manager where individual children's development can be discussed and performance issues addressed. Staff have access to a range of training opportunities through the local authority and professional development is encouraged at the setting to help staff improve their knowledge and skills.

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	EY395013
Local authority	Halton
Inspection number	821892
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	50
Name of provider	Yvonne Wilcock
Date of previous inspection	02/02/2010
Telephone number	07895920040

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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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