

# Schools Out For Fun Ltd

Southwood Infant School, Southwood Lane, FARNBOROUGH, Hampshire, GU14 0NE

## Inspection date

Previous inspection date

14/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 and parents are made to feel welcome and at home in a friendly and caring environment.
- Children benefit from consistency of care because staff liaise closely with parents and teachers.
- Children concentrate and are absorbed in what they are doing because staff know them well and provide activities and resources that children are interested in.
- Children behave well and show respect for adults and each other because staff are good role models.

### It is not yet outstanding because

- Children are usually offered only one type of fruit or vegetable at snack time, which limits opportunities for them to learn about and choose from a range of healthy food.
- Children have limited opportunities to gain knowledge about the wider world, including knowledge of people from different communities and cultures.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spoke to staff, children and parents and considered their views.
- The inspector completed a joint observation of an activity with the owner.
- The inspector observed children participating in indoor activities before and after school and also observed outdoor play after school.
- The inspector looked at a range of documentation, including policies and procedures, accident records and the record of attendance.

## Inspector

Heather Allen

## Full Report

### Information about the setting

Schools Out For Fun Ltd registered in 2013 and is privately owned. It operates before and after school from Southwood Infant School in Farnborough, Hampshire. Children have access to the music room, school hall and outside areas.

It is open Monday to Friday inclusive from 7.45am to 8.35am and from 3pm to 6pm, term-time only. Children attend for a variety of sessions. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 30 children from four to under eight years on roll.

There are four members of staff. The manager holds a degree in Education. One member of staff holds an early years qualification at level 3 and two are unqualified.

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

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

- encourage children to try different nutritious foods by providing opportunities for them to select from a range of healthy options at snack times, such as fruit and vegetables
- increase opportunities for children to expand their knowledge of the world, including knowledge of people from different communities and cultures.

### Inspection judgements

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

Children make good progress because staff know about their individual abilities and interests and provide activities and resources they enjoy. Children and parents are made to feel welcome and at home in a friendly and caring environment. Children settle well because there are effective settling in procedures in place. As soon as a child starts, staff notify parents about the key person allocated to take particular responsibility for their child. The key person works closely with parents. They organise activities that they know children enjoy. Children quickly become familiar with the routine and are absorbed in the activities prepared for them.

Parents are complimentary about the care their children receive. They find staff approachable and have regular discussions when they drop off and collect their children,

as well as communicating by email. Parents say how much their children have enjoyed specific games at the club, such as battleships, and plan to continue with these interests at home.

Children benefit from continuity of care because staff take note of what children are doing at home. Children arrive in the morning and proudly show their completed homework, such as drawings of different coloured objects they have found. Children gain confidence in what they are doing because staff praise their achievements. When parents describe activities children enjoy at home, such as building dens, staff provide resources so that children can continue these activities at the club. Children enthusiastically work together to make dens by putting drapes over tables. Staff support children's imagination by providing resources to help them turn the den into different scenes, such as a pampered poodle parlour. Staff also learn about things that children find difficult to do at home, such as cutting round small antennae on butterflies. Staff support children's cutting skills by providing a range of scissors for them to use. They draw larger antennae so children can cut round them more easily. This provides continuity in children's learning between the club and home.

Staff have considerable childcare experience which enables them to organise different activities and resources to cater for the varying ages of children who attend. Despite the age range, children in the club play co-operatively together and develop friendships. Parents say children appreciate getting to know children from other classes when they play together. However, children mainly come from similar backgrounds and there are few resources in the club, which reflect people from different backgrounds. This limits opportunities for children to learn about the wider world, including people from other communities and cultures.

Staff plan and adapt activities so that they meet the individual needs of children. For example, if children enjoy making patterns with beads staff give them extra challenges and ask them to copy specific patterns or use particular colours. Children gain confidence in completing jigsaws because staff provide different sized jigsaws depending on their capability. They sit with children and provide support when needed and this helps them persevere and complete chosen tasks.

Children relish the opportunity to try out their musical skills as they practise using different musical objects. For example, they enjoy playing the keyboard on a child-size piano while singing enthusiastically into the microphone.

Staff take time to listen to children whose speech is less clear and engage them in conversation. Staff also liaise with parents about any additional help which might benefit individual children, such as speech therapy. As a result, children are encouraged to develop their communication skills and gain confidence in speaking to visitors as well as people they know. Children enjoy opportunities to talk about the books they are reading. They relax and concentrate as they sit cosily in the book corner listening to stories.

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

Children behave well because staff are good role models and are kind and considerate. For example, they encourage children to tidy up but understand when some children are anxious to complete their activity before going to school. Staff reassure children that their unfinished project, such as jigsaws and art work, will be stored safely until the children return. Staff quickly resolve any minor disagreements, such as sharing toys. As a result, children play well together in a friendly and caring environment.

Staff and children get to know each other well because breakfast and snack times are a social occasion when everyone sits together. Children enjoy sharing their experiences, such as discussing theme parks they have visited and what they have done at school. Staff support children's well-being during the school day because they check whether children have eaten breakfast at home. Without over-fussing, they check that children have had sufficient to eat and drink. Children are polite and show respect to each other and their peers. For example they automatically say 'No thank you' when asked if they would like to finish their orange juice.

Staff promote children's good health because they ask parents for details of children's health and dietary needs when they start. Staff are all aware of any specific needs, such as food allergies. They support children in developing an understanding of a healthy diet. Staff encourage children to eat nutritious food, such as fruit and raisins. However, children usually have only one choice of fruit daily, which limits opportunities for them to sample and gain a taste for a range of different fruit and vegetables. In addition, if they do not want to eat the one type of fruit on offer there is no alternative for them to choose from. This slightly limits children in making healthy choices.

Children learn to become independent at snack times. Staff are on hand to support children as they learn to butter their own toast and pour their own fruit juice. Staff take care to ensure that equipment is safe for children to use independently. For example, children look for the special safety knives when they want to cut their toast. They know these are safe for them to use and will not cause injury. Children are anxious to go outside and play as soon as they have finished their tea. Staff explain to them that it is a good idea to let their food settle before they rush around. Children learn to take care of their health and show they understand. They sit down playing quietly until it is time for outdoor play.

Children enjoy the opportunity to play outdoors after the school day. They concentrate as they improve their balancing skills walking across rolling logs and wooden swings. They laugh and giggle as they run along the tops of tyres and splash in the puddles. Staff carefully supervise children. Staff support and encourage children who struggle to negotiate a particular piece of apparatus. Children gain confidence and persevere when staff praise their achievements.

Children are protected in the event of an accident or injury because a member of staff with paediatric first aid training is always present. Staff keep a clear record of all accidents and analyse what action they can take to prevent similar situations occurring. For example, staff found that several accidents had taken place during football games on the tarmac playground. Children now usually play football on the field because the ground is

softer and they are less likely to hurt themselves.

Children are kept safe and secure because staff carry out thorough risk assessments both indoors and outside before children arrive. Staff are deployed effectively to ensure the safety of children. They discreetly supervise children when they walk down the corridor and access the toilet area. This enables children to become independent with regard to their personal hygiene. Staff quickly notice anything children are doing which might pose a risk. They get children to think about what the risk might be. For example, when children play with a small bell staff ask them to consider why it might be dangerous to put the bell in their mouth. Children carefully consider the question and reply that they might swallow the bell.

Staff check that emergency exits are clear at the start of each day. They are familiar with the school emergency evacuation procedures and the agreed place to assemble. An accurate record of attendance is kept so staff can check that everyone has been safely evacuated. Staff know that the fire bells are in working order because the school carries out regular tests. The club has not yet carried out a fire drill, however children become familiar with emergency evacuation procedures when they participate in school fire drills.

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

Leaders, managers and staff have a good knowledge and understanding of the safeguarding and welfare requirements, which promotes children's well-being and safety. A file containing recently updated policies and procedures is kept in the club and easily accessible to staff and parents. As part of their induction, new staff read through all the policies and procedures and then revisit these individually so they have a sound understanding of the requirements of registration. Leaders, managers and staff, when questioned, demonstrate they know and understand the policies and procedures, for example the procedures to follow if there is a safeguarding concern or allegation.

Children are well cared for and protected because there are appropriate procedures in place to ensure staff are suitable, including procedures for the recruitment and induction of staff. Ofsted receives notification when a new manager is appointed. The manager is enthusiastic about her role and is constantly introducing new activities and resources that stimulate children's interest and help them make progress.

Staff work effectively as a team and are clear about their roles and responsibilities. Staff appraisals have not yet taken place as the club is newly established. However, staff receive regular supervision and performance monitoring and are encouraged to update their skills and qualifications. As part of their performance objectives, staff plan fun activities and experiences, which interest children and help them make progress in their learning and development. For example, staff have devised games to improve children's ball control. Children throw balls into buckets. They learn to improve their aim when staff replace larger buckets with smaller ones

Leaders and managers demonstrate a sound understanding of the different areas of learning and how children learn. They are aware that some children may not wish to do an organised activity and alternatives are available. Children are encouraged to adapt activities and create their own designs. For example, most children join in an activity to make turtles. Although children use basic resources, such as a paper plate to represent the body of the turtle, children experiment with different craft materials to make their turtle unique. Children who do not wish to join in the activity can choose to do something else, such as drawing.

Inclusive self-evaluation takes account of the views of staff, parents and children and helps to identify ways to improve outcomes for children. Parents comment about the good rapport and communication between the club and school, which enables children to benefit from continuity of care. Staff are encouraged to come up with fresh ideas that will benefit children and parents. For example, parents of children attending the club often miss out on opportunities to find out about school events. A notice board outside the club now gives details of events at both school and the club. This enables parents to be more informed about the activities and experiences provided for their children and to share learning at home.

### **The Childcare Register**

The requirements for the compulsory 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>	EY461022
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	918758
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 7
<b>Total number of places</b>	24
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Schools Out For Fun Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01252549425

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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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