

The Fun Zone After School Club

Mrs Blands Infant School, Jordans Lane, Burghfield Common, Reading, Berkshire, RG7 3LP

Inspection date	14/10/2013
Previous inspection date	15/06/2009

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		1
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

- The wide range of opportunities available to children of all ages, stimulates all areas of their learning and development.
- Children make friends who are from different year groups and schools, helping them develop their social skills and self-confidence.
- Staff are extremely attentive to the personal, social and emotional development of the children in their care.
- Strong links between schools and the club provide good continuity of care for children.

It is not yet outstanding because

- Communication between home and the clubs is often rushed at the end of the day, so some of the good practice cannot be carried over at home, to promote all possibilities for shared learning.

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 and care routines across the large indoor and outdoor play areas. She talked with the manager, the headteacher of Garland Junior School, staff and children.
- The inspector reviewed documents relating to safeguarding, staff recruitment and self-evaluation, and checked a selection of other policies.
- The inspector sampled a range of documentation, including children's records and progress checks, the settings' planning and evaluation documents and information sharing with parents.
- The inspector took account of the views of parents spoken to on the day, checked the complaints log and reviewed information provided by parents in their responses to several questionnaires.

Inspector

Helen Robinshaw

Full Report

Information about the setting

The Fun Zone opened in 1997. It is situated at Mrs Bland's School in Burghfield Common. The club has its own room attached to the school and has use of the school playing fields and playground. There are currently 40 children on roll and of these, a quarter are in the early years age group. During the term time the club operates before school, 8:00 to 8:45 and after school between 15:00 and 18:00 for children who attend Mrs Bland's Infant school and the nearby Garlands Junior School. In the holidays, the club opens from 8.00 to 18:00, Monday to Friday only, not including Bank Holidays. The holiday club is open to any child in the community with children coming from nearby villages such as Mortimer and Burghfield, as well as Burghfield Common itself. Children with special educational needs and/or disabilities are welcomed in the club.

The club is run by a committee with the head teachers of the infant and junior school as joint chairpersons. It is staffed by the club manager and a team of eight assistants. The manager holds a National Vocational Qualification in Play Work at level 3, as do two more colleagues. Two further members of staff have relevant qualifications at level 2 and two more are in training. The club receives support from the West Berkshire Early Years Development Childcare Partnership (EYDCP) development workers. The Fun Zone is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the ways that staff share aspirations with children and their parents, to share more initiatives with all families to further extend children's learning.

Inspection judgements

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

The club meets the needs of the range of children who attend well and there is plenty to interest the children at both sessions. The manager and her staff have a good knowledge of the Statutory Framework for the Early Years Foundation Stage and the application of guidance and legal requirements. This helps them to provide a stimulating and varied programme of activities in an environment that is safe and homely. The wide range of opportunities available to children challenge all areas of their learning and development. Children's interactions with their friends strengthen their communication and language skills, as they create things together, role-play or simply talk about their day. Younger

children learn from older children who use clear speech patterns, tell stories and give explanations that the younger children try out. Friendships develop across the age range with the older children often rising to the challenge of being good role models for the younger children. As a result, children in the Early Years Foundation Stage gain confidence to speak in a larger group, share their ideas and learn to adjust their behaviour to work with the group.

The large open room used for The Fun Zone clubs is well organised with ample resources that are easily accessible to all children. Carefully stationed resource cupboards and storage separate the hygienic dining area from the messy play tables. Some craft, painting, construction and computer based activities are set up for children to begin as soon as they arrive. This helps children to settle into the club quickly and easily. Other opportunities for role-play, reading, dressing-up, playing snooker or tabletop football are always available and attract children's attention. As children become familiar with the clubs and help choose and tidy away resources, they realise the breadth of choice they can access. With so much choice, children are soon actively engaged and enjoying each other's company.

The outside learning environment is equally engaging and well resourced. The clubs have use of the school playground, the field and trips to the park in the summer and occasionally the school hall. Children enjoy learning to ride bicycles without stabilizers and negotiate the playground markings on scooters. Photographs on the parent notice board show the diversity of games and apparatus used by the clubs. In a recent survey, parents site the depth and breadth of activities available to children in the clubs as a reason for their children attending. Children also enthuse at the range of new and familiar things they can do together. They are constantly nurturing their skills in negotiation, cooperation and team building under the gentle guidance of experienced staff.

When children in the Early Years Foundation Stage first enrol at one of the clubs, staff note their likes and dislikes and other key information from their parents. Attentive staff use this information to settle children in and then lead them into other areas of learning and interest. Each child has a 'Key Person' who follows their progress and continues to liaise with their family. Regular observations and assessments help staff make sure that children access a variety of activities to develop their physical, social and communication skills as well as the more specific aspects of learning. Reflective staff ably support and guide the younger children towards their early learning goals, documenting progress routinely through formal and informal observations. 'Next steps' in their learning are identified and targeted,. Staff are particularly good at working with children with additional needs and challenges and have good strategies in place for children who are learning English as an additional language. Consequently, children who attend the clubs make good progress and are ready for their next phase of learning or development.

The setting has generally good systems in place to share routine information with parents and for parents to comment on aspects of the setting. Parents comment favourably on the security of the premises, the safety conscious and kind staff and the balance between activities and relaxation at the end of a long school day or term. However, staff do not take all opportunities to involve parents in all possible ways. For example, parent's do not always know some of the more innovative projects that occur on site, such as the

vegetable growing and tasting sessions or the benefits from developing use of board games. As a result, parents are not able to continue all aspects of their children's learning at home.

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

The club's contribution to the well-being of the children is excellent. All staff are extremely attentive to the personal, social and emotional development of the children in their care. The club works hard to provide a 'home from home' environment where children relax and play according to their own needs and interests. The gentle start, familiar set up and routine sequence of events at the club provides a secure and relaxing starting place for young children. They soon gain confidence, explore further and develop greater independence. A wide range of equipment indoors and outside helps children to assess challenges and take risks. Attentive staff are always nearby encouraging them to have another try or rethink their strategy. This helps children explore their own ideas, choose ways to do things and value the impact of practice and reflection.

The club has an area of garden where they grow their own vegetables. This helps children take responsibility for nurturing plants during all weathers and over long periods. They also enjoy harvesting the fruits of their labours by eating some of the vegetables at snack time. The club also offers 'taster sessions' where children are encouraged to taste something new. This helps children extend their knowledge and repertoire of foods, encourages them to try new foods and treats from different cultures.

Highly observant staff sense when the time is right to open up conversations about the quality or content of children's days. They spend much of their time working alongside children, providing opportunities for casual conversations to develop into discussions about challenges during the day, celebrations of achievements or strategies for managing situations differently. Staff are good role models and this helps children feel respected, learn what is expected of them and how they may adjust their behaviour to improve situations. Skills such as these help children adapt to different situations and take changes in their situation in their stride. This supports children well, as they move between the club and school.

Children's behaviour at the club is excellent. Staff are attentive and get involved quickly when younger children need help in expressing themselves or asking for a turn. The older children mix well with the younger ones. They are good role models and offer guidance in the rules of games. This helps children in the early years age range learn how to cooperate and interact with older children and helps them develop friendships across the age groups. This is highly effective preparation for moving on to different classes and different schools, as children already have friends, contacts and knowledge that smoothes the way.

Staff at the club work across the two schools and there are strong links with both head teachers, who jointly chair the clubs management committee. This provides exceptional continuity of care for children, particularly when additional challenges require careful

management by the whole team. As a result, children and their families receive continuity in care and support, helping children to thrive in all situations. Children are in a strong position when they move on to new classes, schools and other activities. They mix well with children of all ages and often have a better understanding of what happens next from their older friends.

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

The effectiveness of leadership and management of the club is good. A voluntary management committee runs the club and continues to recruit parent representatives. The head teachers of both schools that use the club jointly chair the committee. The school's special educational needs co-ordinator also supports the club. The manager has a good overview of educational practices across the clubs. She is highly responsible in fulfilling her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. All staff have a secure understanding of how children learn and effective characteristics of learning. They have a strong drive to support each child's communication, social and physical development whatever their starting point. They are particularly skilled at supporting children with additional personal, social and emotional needs or demands. Interventions in this area have been timely and highly effective, closing gaps in children's development and preparing them well for their next steps at school. There are positive relationships in place with other settings that children attend, and any relevant outside agencies, to support strong continuity for all children.

Planning and assessment are strong enough to provide baseline and ongoing assessment, identify next steps and evaluate children's progress in relation to their starting points. The manager has some effective systems for self-evaluation that inform priorities for the club. Staff's, parents' and children's views all contribute to improvement planning. New and more effective systems for performance management and staff appraisals are developing. The quality of staff team work and cooperation is very good. Training focuses on updates in first aid, safeguarding children and food hygiene. Further training needs are being identified through the new system of performance management. This helps develop the strengths of each member of the team, further developing their skills for the benefit of all the children in their care.

Verbal feedback from parents is very positive. They comment that children are happy to attend the clubs, and that they feel their children are in a safe nurturing environment. All the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage are well understood by the staff and are met in full. Effective systems are in place to monitor their implementation, and as such children's safety and care is given the highest priority.

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	511184
Local authority	West Berkshire (Newbury)
Inspection number	843330
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	32
Number of children on roll	40
Name of provider	The Fun Zone After School Club Committee
Date of previous inspection	15/06/2009
Telephone number	0118 9832779

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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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