

Funny Feet Holiday Club

Galliard Primary School, Galliard Road, LONDON, N9 7PE

Inspection date

21/11/2013

Previous inspection date

02/02/2010

The quality and standards of the early years provision

This inspection:

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 behave well, due to the good support they receive from staff. This helps children to play and share together, and behave in a polite and respectful manner.
- Staff have a good knowledge of the Early Years Foundation Stage requirements, which helps to ensure that children enjoy a good variety of activities. Children have fun and enjoy their time at the after school club.
- Children with special educational needs and/or disabilities make rapid progress due to staff's close attention to their needs.
- Staff work effectively with parents and the school to promote continuity in children's learning and help them to make good progress.

It is not yet outstanding because

- Opportunities for outdoor learning do not always match the learning and challenge provided inside.

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 the children's activities and staff's interaction with them.
- The inspector held meetings with the managers and key persons.
- The inspector looked at a sample of relevant documentation, including children's records.
- The inspector spoke to some parents and took account of their views during the inspection.
- The inspector looked at a sample of the club's policies and procedures, and staff's records.

Inspector

Yasmine Hurley

Full report

Information about the setting

Funny Feet Holiday Club is run by a partnership and registered in 2009. The club operates from Galliard Primary School in Edmonton, in the London Borough of Enfield. Afterschool care is provided for pupils of Galliard Primary School. The club operates from a hall and study room within the school. Children have access to an enclosed outdoor play area. The club is open Monday to Friday from 3.20pm to 6pm, term time only. The club operates a holiday playscheme that operates Monday to Friday during the school holidays, from 8am to 6pm. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 72 children on roll in the afterschool club including nine children in the early years age group. Numbers of children attending the holiday club fluctuate. The provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The afterschool club employs nine members of staff, eight of whom hold appropriate early years and playwork qualifications.

What the setting needs to do to improve further

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

- enhance children's learning by planning further opportunities for children to explore and be creative outdoors.

Inspection judgements

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

Children are happy and busy in this exciting and stimulating club where they play and have fun. Staff have a good understanding of the learning and development requirements of the Early Years Foundation stage. This helps them to plan interesting activities to help children make good progress overall. Key persons, who also work in reception classes within the school, have a good understanding of how to observe and assess children in order to monitor their progress. They base their observations on children's interests as well as their current school projects. This good practice helps children to progress in their overall learning and development, as well as feel secure and form good relationships with their key person who they see during school hours. Children who speak English as an additional language are supported well as staff and parents complete a form that lists important words and phrases in their home language. In addition, children with special educational needs and/or disabilities make good progress because staff provide them with one-to-one support.

The quality of teaching is good. Staff interact well with the children as they play, by asking them questions to extend their thinking. This helps to improve children's knowledge and

thinking skills, and progress their learning. Staff actively listen and respond to what children tell them. This helps the children to feel valued and effectively develops their communication and language skills. Staff provide plenty of opportunities for children to practise their early writing skills. For example, children write in the club's 'memory book' and attach a photograph of their close relatives. These experiences complement children's learning at school. Children enjoy choosing books from an inviting book area with a variety of good quality books on display. This includes books that teach children about different cultures, feelings and diverse needs. Staff teach children to recognise their numbers by providing activities such as bingo. This encourages children to concentrate as well as learn their numbers in a fun way. Children enjoy using new skills to solve problems and to count; for example they play with puzzles, cards and board games such as chess. These activities help them build good skills for their future lives.

Children enjoy playing in the school playground and are excited to participate in activities such as cricket and skipping with ropes. They run around playing team games as they race and chase each other. However, although children enjoy playing in the playground, the outdoor resources are not as stimulating as those indoors, to help children who have active learning styles and like to be outdoors to develop their creative and exploration skills.

Children have good opportunities to engage in a range of creative play opportunities, as they draw, colour and cut shapes with a variety of scissors, pens and coloured pencils. In addition, they use a variety of cutters as they play with the play dough that they make at the club. Staff plan activities with children's interests and abilities in mind. For example, key persons plan activities using their knowledge of the children and information shared by the schools about what the children have been doing. As children have been learning about colours at school, staff plan painting activities. They encourage children to mix colours and predict what colour these will make. This activity enables children to focus on learning about mixing and identifying colours. Children have fun discovering the different colours they can make and talking about what they have painted.

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

Children are warmly welcomed into this caring and inclusive club. They have formed secure attachments with their key person and have settled well, because staff are effective at meeting their individual needs. Children share warm relationships with each other and the very friendly staff. They self-select resources, so are in charge of making their own decisions. This helps strengthen children's confidence and independence. Staff act as positive role models, valuing each child as a unique individual. This means they are supportive and attentive to children's differing needs.

Children's behaviour is good. They follow the club rules and understand the importance of being kind to each other, sharing and take turns during play. These skills help to support children's positive attitudes towards learning when they are at school. Staff praise and encourage children throughout the activities and this helps them to feel safe and secure. Children learn how to stay safe as they practise regular evacuation drills, which helps

them become familiar with the procedures, so that they learn to leave the premises quickly and in a safe manner.

Staff ensure that children are supported well to develop a good understanding about the importance of a healthy lifestyle. Children are fully aware about the need for good hygiene practices as they routinely wash their hands after visiting the toilet and before touching food. Snack time is a social occasion where children and staff talk about the fruit they are eating and how fruit is good for a healthy diet. Children enjoy choosing when to eat and drink during the session because the snack table is set out for them to help themselves to. Fresh water is always available so they can help themselves whenever they feel thirsty. Children play outside every day as part of a healthy lifestyle and benefit from the fresh air and exercise.

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

Management has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The well-established staff team is well qualified, experienced and works together very efficiently. Management implements robust recruitment and vetting procedures to appoint staff, to ensure their suitability to work with children. Staff have a good awareness of child protection and safeguarding procedures. They are confident in their roles and responsibilities, and the procedures to follow if they have any concerns regarding the welfare of children in their care. Staff have high regard for children's safety and carry out robust risk assessments to help keep children safe. They supervise children well, in both the inside and outside environments. Comprehensive policies and procedures are in place, which are shared with parents.

Management monitors staff's performance to ensure that it has a clear understanding of their roles and responsibilities within the club. This results in children having good quality care. Professional development is encouraged and highlighted through regular supervision and meetings. The self-evaluation process is used well to monitor all aspects of the provision and to plan for improvements. Self-evaluation forms are updated regularly using the views of staff, school teachers, children and parents. As a result, they all work as an effective team to drive improvement. Staff have addressed all previous recommendations from the previous inspection. There are clear plans in place for further improvements.

Staff have good relationships with parents and others involved with the children. Parents spoken to during the inspection explained that they are kept fully informed of their children's progress through discussions with staff. The club's open door policy gives parents the opportunity to come in at any time to discuss issues. Parents commented that their children enjoy attending the club and do not want to go home when they come to collect them. The good relationship with the teachers at the school means that the club is able to provide continuous provision for all children. Effective monitoring of children's achievements helps to ensure that all make good progress from their initial starting points. In particular, children with identified special educational needs and/or disabilities benefit

from being in this fully inclusive provision.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY391673
Local authority	Enfield
Inspection number	830363
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	40
Number of children on roll	72
Name of provider	Funny Feet Holiday Club Partnership
Date of previous inspection	02/02/2010
Telephone number	02088041818

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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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