

Funtastic Holiday Club

1 Addiscombe Road, Christchurch, Dorset, BH23 2AE

Inspection date	13/12/2013
Previous inspection date	11/05/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 cared for by a friendly, dedicated team of staff. They know each child well and communicate warmly and supportively. This means children feel secure and able to explore their environment and relationships fully.
- Staff have an excellent understanding of how children learn through play and exploration. Children are keen to take part in a wide range of stimulating and engaging activities.
- Promoting children's safety is a priority in the setting. Staff are vigilant and follow thorough procedures to ensure children are safe from harm.

It is not yet outstanding because

- Transition times between activities are not consistently efficient, resulting in children losing focus during this time.

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 spoke with the manager, provider, staff, children and parents.
- The inspector observed children in a range of routines and activities.
- The inspector carried out a joint observation with the manager.
- The inspector sampled records including staff suitability records, children's records, policies and procedures, and planning.

Inspector

Judi Naish

Full report

Information about the setting

The Funtastic Out of School and Holiday Club opened in 2006 and is located within Christchurch Infant School in Christchurch, Dorset. The club is on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. The club has access to the hall, library and studio within the school. There is a secure playground area for outdoor play. The club serves the local area well by providing flexible out of school and holiday sessions. It includes children with learning difficulties and/or disabilities and has appropriate access and toilet facilities. Children can attend for an hour before school, after school and in the holidays. There are currently 150 children on roll. This includes children who are over eight years old. At the time of the inspection, forty children under five attend. The breakfast club operates from 8am to 9am, at the beginning of the school day. After school care is provided from 3pm to 5.50pm. The holiday club runs during the school holidays from 8am to 6pm. A team of four staff work with the children during the breakfast and after school club. Three staff hold relevant early years qualifications at level 3. One holds a relevant early years qualification at level 2. The junior club staff and infant club staff combine during school holidays to offer a holiday club. All staff have been appropriately vetted. The setting receives support from Dorset Sure Start.

What the setting needs to do to improve further

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

- review transition from snack to play to ensure consistent quality of support is offered to children throughout the session.

Inspection judgements

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

Staff have an excellent knowledge of each child. They use this information well to plan interesting and challenging activities, that match children's interests and abilities. Children's next steps are identified effectively. Staff use observations to track developmental achievements, identify interests and plan for individual children's next steps of development. Staff enthusiastically join in with children's play; resulting in children being completely absorbed in play. Staff take children's interests and extend them further, giving children excellent opportunity to think and develop new skills. Staff are highly skilled at promoting children's communication and language skills. For instance, children have created a Santa's grotto out of their den area. A staff member invites all the children into the den for a story. Every child is captivated by the idea and carefully finds a space in the grotto. As the staff member sets the scene for the story, children are invited to add their ideas. One by one children listen to others contributions, and then confidently add their own. Children introduce lots of interesting ideas to the story, and are fully supported

by staff to explore a wide range of themes. As a result, children's thinking, imagination and communication skills are increased. Children are confident knowing that they are valued, which means younger children are also keen contributors of ideas.

The Funtastic room is very well organised, with a good balance of child initiated and adult led activities. There is an excellent range of resources for children to self-select from, which means all children are fully involved and challenged in play throughout their time. Staff show excellent skills in supporting children's play. They display sensitivity as they respond to the children's lead, and have a good knowledge of when to add further support or ideas. Staff skilfully model words and sentences to extend children's thinking and interests as they play. Staff are excellent at anticipating where they should place themselves, in order to provide best support to all children. As a result, children are secure, confident learners. Staff are quick to anticipate and respond to children's changing interests or need for support. This means children can go from very active learning to a quieter activity, while being fully supported. For instance, a younger child finishes playing a fact finding game of cards and begins to move away. As they do so, the staff member nearby is alert to the child's possible need for support and is quick to respond. She draws alongside the child and offers suggestions for play, that best match the child's needs in that moment. This results in a move to the cosy area in the room and a story being read. Children's needs and interests are fully met during free flow activity.

Staff recognise children's varying needs throughout the session as energy levels rise and dip for children. Children are invited to go for a dance and drama activity in another room. A number of children respond positively to this. Other children choose to stay and focus on quieter activities. This means all children's needs are met all the time.

Children are supported as they voice interests would what they would like to pursue. For instance, a child says they would like to make a book. Immediately the staff member nearby offers support, by asking what materials are needed to make a book. Items such as paper, pencils, glue are suggested by the child, which are made readily available on the table. The staff member remains nearby and offers suggestions and verbal support. Another child shows an interest in tigers and takes them to a floor space. Following a time of play, a staff member who has been observing from nearby approaches, and asks if bricks would help the tigers. This suggestion is met with delight from the child, as they decide to build a den and a mound for their tigers. Through sensitive support, children are able to extend their own ideas and fully explore resources available to them. Children are able to enjoy activities that are meaningful to them, in an environment that fully supports their needs and learning interests.

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

Children are well cared for and supported in a warm and inviting environment. Children are confident and enjoy friendships across different age groups. They are fully supported in their choices and play activities. Staff offer good levels of supervision and good quality interactions. The environment is bright, welcoming and well maintained. It offers a number of interesting zones, providing children with opportunities for active floor play as

well as cosy zones for quieter moments. This means all children feel fully cared for throughout their time.

Staff promote safe play and encourage children as they play cooperatively together. This means children feel safe and behave well. Staff display a good awareness of safeguarding and child protection procedures, having all received training. Staff encourage children to monitor their own safety within the room and children are supported as they make their own risk assessments during play activities.

Children are encouraged to make healthy choices during snack time. Children enjoy serving themselves soup, bread and fruit which supports children's increasing skills of independence. Conversations about the food they are eating and hygienic methods of serving themselves are used by staff, to extend children's knowledge and understanding of healthy choices. Children enjoy their food and speak happily to friends as they eat. Delay at times following snack; mean that some children are required to wait longer than necessary before being able to change activity. This means that children lose focus and behaviour becomes slightly more chaotic.

There is a well established key person system which means staff know each child well. Children are supported well throughout their time because staff actively make themselves available to children during play. As a result, children enjoy high levels of focused and stimulating activities and their sense of well-being is equally high.

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

Strong leadership and good team work means all those working with children have a very good understanding of their responsibilities in meeting the Statutory framework for the Early Years Foundation Stage requirements. All staff demonstrate good levels of knowledge of how children learn and develop through play. This is demonstrated through planned activities and children's free choice of play, which staff use to inspire children across all areas of learning to achieve greater outcomes. This means children have greater expectations of themselves and achieve well. There is an effective system for the recruitment and development of suitable staff. All staff follow thorough induction procedures, and receive ongoing supervision and appraisals to ensure they have the support and training they need, to carry out their individual roles and responsibilities well.

Through regular evaluation of activities and sessions, staff are able to identify areas of strong practice and areas for improvement. As a result, children's interests are identified and needs addressed well. The leadership team plan a balanced routine that meets the needs of all children who attend the holiday club. They ensure a wide range of suitably challenging and varied activities are available to meet the individual interests and developmental needs of children attending the holiday club.

Children are kept safe through good implementation of thorough policies and procedures. Staff demonstrate the need for ongoing risk assessments and adapt the routine

accordingly. For instance, as it gets dark outside and staff respond with an alternative activity of dancing and drama indoors, which means children still benefit from physical play. All staff are trained in child protection and first aid. Fire evacuations take place on a regular bases. Secure handover procedures are in place as parents collect their children.

Parents feel fully supported through the strong communication links between home and club. This means that important information is used effectively to ensure children's needs are fully met.

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	EY340878
Local authority	Dorset
Inspection number	828381
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	26
Number of children on roll	150
Name of provider	Regine Caroline Natchoo
Date of previous inspection	11/05/2009
Telephone number	07791379792

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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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