

Fun 4 Kids at St Johns Green Primary School

St. Johns Green Cp School, 38 St. Johns Green, COLCHESTER, CO2 7HE

Inspection date	14/01/2014
Previous inspection date	Not Applicable

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		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

- The children are happy, confident and have fun in the relaxed and caring club environment.
- The staff work closely with parents and teachers from the school to ensure that children's learning and development is supported and complemented.
- Children's independence is encouraged and there is a strong sense of belonging as they take pride in and ownership of their club.
- The manager and staff are highly motivated and committed to the children. They work as a close supportive team as they strive to improve their good practice further.

It is not yet outstanding because

- Opportunities for children to extend their play in the outdoors are not fully embraced in the winter months.
- The routine at the end of the session does not always allow for children to continue to participate in the full range of activities.

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 in the club.
- The inspector held meetings with the manager of the provision, spoke to staff and interacted with the children.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection.
- The inspector conducted a joint observation with the manager.

Inspector

Moira Oliver

Full report

Information about the setting

Fun 4 Kids at St Johns Green Primary School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is one of four childcare settings that are privately owned. It operates from a classroom within St Johns Primary School in Colchester, Essex. The club has access to the secure school playgrounds for outdoor play.

The club employs five members of staff, including the senior manager and the manager. The senior manager holds an early years foundation degree and the manager and deputy have appropriate early years qualifications to level 3. The club opens five days a week during the school term, operating from 3pm until 6pm. There are currently 31 children attending, seven of whom are within the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- review the use of the outdoor area so that children have opportunities to be outdoors on a daily basis all year round
- review the organisation of routines near the end of the session so that children can continue to participate in interesting activities.

Inspection judgements

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

Children have fun and thoroughly enjoy their time at the club. Children take an active role in shaping the club and the staff are very much guided by what the children want to do. The quality of the teaching is good and children are encouraged to question and think for themselves. They take part in science experiments, such as, exploring the properties of ice when mixed with paint and they compare the weight of items and the speed that they roll. They predict what might happen and test the ideas out for themselves.

Children enjoy arts and crafts and use their imagination as they explore the materials. Drawing is a favourite activity with several of the children and they happily access the range of pencils and pens and proudly talk about their pictures. They have access to a range of books and enjoy sharing stories with each other and the staff. They take part in

celebrating special days and festivals and dress up as story book characters for World Book Day. Children have opportunities to see and hear other languages as the staff support children who speak English as an additional language or are bilingual. For example, they write Turkish words in shaving foam, learn a few Polish words and have ordered bilingual books to share. Staff adapt their interactions and share strategies with parents to support the inclusion of children with special educational needs.

Children freely access a range of resources and activities for the majority of the session. However, those who stay till the very end of the session are not always able to continue with the range of activities. This is because the staff have to vacate the premises shortly after they close and the room has to be tidied and prepared for the pre-school the next day. As a result, some children's activities are potentially cut short. Daily communication books are used to ensure that children's learning and development is supported and complemented at the club. The staff write about what the children have enjoyed that day and parents and teachers are invited to add their own comments. Teachers identify areas where children need a little extra support and the staff use this information to provide relevant and fun activities to promote their future move into Key Stage 1 and beyond. Parents find these books a valuable tool to support their child's interests and development at home.

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

Children are happy, confident and settle into the club extremely well. The staff spend time with each child on their first day to ensure that they get to know them well and can provide activities that will interest them from the beginning. As a result, close relationships are built, especially with their key children and children are emotionally secure. Children play well together and the mixed age group benefits the children. For example, the older ones guide and take care of the younger ones and provide good role models for the younger ones to follow. Transitions between the club, parents and the school are supported with the use of communication books. These are also used to share relevant information to help the staff to care for the children with a consistent approach.

Children learn how to keep themselves safe as they carry out their own risk assessments of activities, such as, cooking and using a laminator. They discuss potential hazards and talk to each other about how they can minimise them. They play in a relaxed and caring environment where they set their own club rules and proudly explain to visitors the importance of being kind to each other. They share photograph albums of activities they take part in and recall the events and point out their friends in the photographs. They help to prepare the snack and wash and dry the plates and cups afterwards, encouraging their independence further.

The children have opportunities for large physical play and have access to the school playgrounds and hall. Photographs show them taking part in the large parachute games and using the large play equipment, where they can balance and climb. When staff asked the children how they could improve the setting further some children expressed the desire to play outdoors more often. The staff are apprehensive about using the outdoors

when the school are using it for after school activities and when it is dark. To try to meet the children's needs and requests the staff have organised the use of the school hall for large physical play. However, they have not embraced the opportunities for children to explore the darkness outside and as a result, children have less access to outdoor play in the winter months.

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

The staff work hard to ensure that they meet all the safeguarding and welfare requirements of the Early Years Foundation Stage. They have a secure understanding of their roles and responsibilities in safeguarding children from abuse and neglect. Clear policies and procedures support their practice and ensure that children are protected. Robust recruitment procedures are followed to make sure that staff have the relevant knowledge, understanding and qualifications to enable them to carry out their specific roles. In addition, Disclosure and Barring Service checks and references are carried out to ensure that they are suitable to work with young children. The premises are safe and secure and clear procedures are followed to make sure that children only leave with authorised persons.

The manager and staff are dedicated, motivated and work as a close and highly effective team. They have a good understanding of how children learn and support them with a range of fun and engaging activities. They regularly meet to share ideas and evaluate their provision. They involve the children in the self-evaluation process and address the ideas that arise. For example, they buy additional resources, such as, a teddy that the children can cuddle. The staff have produced a questionnaire to gain parents' views to ensure that parents are also involved in the shaping of the club. The manager inspires the staff and encourages them in their professional development. She works closely with them providing ongoing support and advice, which they value. As a result, they are more effective in planning for the children's interests and abilities.

The club work in very close partnership with the school to enable children to receive a consistent approach. They work closely with the other clubs that they run and share ideas and good practice to benefit the children further. They enjoy strong, trusting relationships with the parents who speak very highly of all the staff. Parents comment about how happy their children are to attend and the fun that they have. They state that they feel their children are safe on the premises and find the staff friendly, approachable and supportive.

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	EY465268
Local authority	Essex
Inspection number	926074
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	31
Name of provider	Catherine Ellen Watkins
Date of previous inspection	not applicable
Telephone number	07709026665

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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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