

Funtastik

Cloverdale Way, Langley Lane, Baildon, Shipley, West Yorkshire, BD17 6TB

Inspection date	31/03/2014
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are confident and relaxed and develop strong relationships with the staff. This promotes their emotional well-being.
- Staff are clear about safeguarding procedures. They conduct risk assessments for everyday activities and for each outing. This helps keep children safe.
- Children have access to healthy snacks and a good range of physical play activities. This helps children develop healthy lifestyles.
- All parents are warmly welcomed and staff make the time to talk to parents daily to share information. Consequently, parents are happy with the service provided.

It is not yet good because

- Staff do not effectively use the information gained from observations and assessments to identify children's next steps to enable them to effectively build upon what children already know and can do, in order to complement the learning that takes place in school.
- Creative resources are limited and do not offer children a good level of challenge. This means children have few opportunities to explore and use media imaginatively.

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 hall, netball courts and gym.
- The inspector held discussions with the manager and staff and engaged with the children during the inspection.
- The inspector held a joint observation with the manager.
- The inspector looked at documentation, including a selection of policies and procedures and the children's records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Caroline Midgley

Full report

Information about the setting

Funtastik was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Baildon Child Care Co-operative Ltd. and operates from Church School in Baildon. The group serves the the families from the school and the local area. The school dining room is the main playroom. The group also use the adjacent school gymnasium, netball courts and jungle trail for outdoor play.

The group employs 10 members of childcare staff, seven of whom hold appropriate early years qualifications at level 3. The club operates all year round, except for Bank Holidays and the school's Christmas holiday period. The opening times are 3.30pm to 6pm during term time and from 8am to 6pm in school holidays. Children attend for a variety of sessions. There are currently 87 children on roll, 12 of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure information gained from observations and assessments is effectively used to support planned purposeful play that is essential to complement the learning and development children achieve in school.

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

- provide a range of creative resources that provide children with an appropriate level of challenge to increase their opportunities to explore and use media imaginatively.

Inspection judgements

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

Children are happy at the group, where the emphasis is on independent learning through play and having fun. They very much enjoy attending and receive a warm welcome from staff on arrival. Children are able to choose where they would like to play, and as a result, their independence skills are developed. The manager and her team demonstrate sufficient knowledge of the Early Years Foundation Stage and are generally aware of how to promote the learning and development of the children. Staff provide core activities for children during term time and plan in more detail for activities during school holidays. Staff obtain information about children initially by talking to parents and teachers in the school. Consequently, they gain an understanding of what children do and where to offer support.

They do this effectively for children with special educational needs and/or disabilities, and consequently these children's needs are well met. However, staff do not consistently use information gained from observations and assessments to plan tailored activities for all children to complement the learning that takes place in school.

Children's personal, social and emotional development is suitably promoted. Staff engage younger children to help build their confidence. There is a suitable choice of activities on offer. For example, children enjoy colouring, gluing and cutting. However, these resources are limited and do not offer children an appropriate level of challenge. This means children have few opportunities to explore and use media imaginatively. Children's physical development is encouraged effectively indoors and outside. Inside, children play football in the gym, and in the outdoor area they have access to a good range of equipment. They particularly enjoy riding on scooters in the netball enclosure. Staff play games with children outdoors, such as 'What's the time Mr Wolf?' As a result, staff ensure children have plenty of fun and they have opportunities to be physically active.

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

Children are confident and relaxed and develop strong relationships with the staff. Many children have siblings who also attend the group. As a result, children feel secure and valued within the family atmosphere of the setting. This promotes their emotional well-being and they have opportunities to relax after their day at school. Children are assigned a key person, who liaises with parents to gather information about their child's needs. All parents spoken to on the day are highly positive about the group. Parents point out how the group means a great deal to both their children and themselves, as it offers them complete peace of mind when children are attending. Parents also comment on the friendly, caring and welcoming staff who help the children to settle quickly into the group and effectively promote their self-esteem.

Children learn about clear boundaries and rules to keep themselves safe and form positive relationships. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. As a result, children behave well and continue to develop the skills needed to make good progress at school. Children learn to take responsibility for their safety and are taught about keeping safe. For example, they enjoy using the assault course. They also participate in regular fire drills. Through daily routines, children learn to manage their personal care needs. Staff promote children's understanding of hygiene habits as they use hand wipes before eating their snack. Children take it in turns to help organise snacks and they are provided with a range of healthy snacks, including a variety of fruits, fresh water, milk and juice. This helps teach children about a healthy lifestyle. Children are encouraged to pour their own drinks and select their snack themselves. As a result, children are given choices and independence.

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

The manager and staff generally understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage. All policies are appropriately kept and easily accessible to staff and parents if requested. Staff have good knowledge of child protection procedures and understand who to report any concerns to. As a result, children are protected while in their care. Risk assessments are carried out and children are supervised at all times.

The manager and staff have a sound understanding of the learning and development requirements. They hold regular staff meetings, which enable the staff to reflect on practice and share information. The manager also holds regular staff reviews which enable staff to organise additional training and discuss their practice, individual children, or any other concern. This helps ensure children's individual needs are adequately met. However, the manager does not monitor teaching sufficiently to ensure information gained from observations is used effectively to support and complement children's learning. Since the last inspection, the group and staff have focused on quality improvement. They worked closely with the local authority early years team to help move the group forward to benefit the children. Previous actions raised have been adequately addressed. For example, the group now conduct risk assessments for everyday activities and for each outing. Staff discuss and evaluate any forthcoming event, looking at the potential hazards that might occur on the outing, and this is documented. This helps ensure that children are safe. They have also updated their child protection procedures, which now meet requirements. In addition, children sign in with the support of a member of staff and sign out with the support of their parents. This means the group accurately records arrival and departure times of the children on the premises. The manager also uses the Ofsted self-assessment form and discusses areas for improvement during informal staff discussions and meetings.

Partnership with parents is good and staff encourage this through daily discussion. Parents are very happy with the group and comment positively. For example, they comment on how friendly and approachable the staff are and how happy their children are at the group. The manager recognises the importance of working in partnership with other agencies in order to help support children's learning and development as and when needed. They work particularly well with the school's special educational needs coordinator, which means children with special educational needs and/or disabilities are well provided for.

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	EY101845
Local authority	Bradford
Inspection number	819484
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	87
Name of provider	Baildon Childcare Co-operative Ltd
Date of previous inspection	26/05/2009
Telephone number	01274 533234

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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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