

Funtastic Club

Wigmore Primary School, Twyford Drive, LUTON, LU2 9TB

Inspection date	29/04/2014
Previous inspection date	06/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff use the information parents and teachers share with them to complement children's learning well.
- The children are confident and capable learners who lead their play and take decisions about what they want to do.
- Children learn to become independent by tidying away after themselves, and helping to serve food to each other.
- Staff are aware of the policies and procedures in place for children's protection and know their responsibility in relation to safeguarding.

It is not yet outstanding because

- Observations and assessment are not finely tuned in order to enable children to make the very best possible progress in their learning and development.
- Some staff lack a full knowledge of the computer programmes children use at the club, meaning they cannot extend their learning further.

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 main room and playground.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.

The inspector looked at children's assessment records, planning documentation,

- evidence of suitability of staff members, and a range of other documentation, including the safeguarding procedures.

Inspector

Hayley Marshall

Full report

Information about the setting

Funtastic Club was registered in 2007 on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It operates from a mobile classroom within Wigmore Primary School. There are enclosed areas available for outdoor play. The setting is managed by a voluntary committee and all children currently attend the host school. There are currently 45 children on roll, five of whom are in the early years age range. The setting employs five permanent members of childcare staff. All staff hold appropriate early years qualifications at level 2 and level 3. The setting opens Monday to Friday during school term times. Sessions are from 8am to 8.45am and from 3.25pm to 6pm. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- strengthen the observation and assessment of children's learning by specifying what they need to learn next more precisely, using published guidance, such as Early Years Outcomes
- extend staff knowledge of the computer programmes the children use to enhance their learning further.

Inspection judgements

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

Children arrive at the club eager and ready to join in with activities. The staff provide a wide range of activities which children can choose from. They play together well and are engaged and happy as they play with cars, craft activities and in the outside area. Children enjoy playing on the climbing frame where they swing upside-down and use it as a base for hide and seek. They race around the large open area of the playground as they develop their large muscles. Children have equally good opportunity to use their smaller muscles. They use scissors, paint brushes, pens and pencils as they engage in craft activities. Children take pride in the work they produce as the staff put them up for display on the windows of the club. Children are skilful in writing their names and forming letters and take great time and attention colouring pictures. The staff recognise children's achievements and praise their efforts which raises their self-esteem. Children display a positive attitude towards playing and learning together as a group. They negotiate and plan their play as they develop the important skills they need to be successful in their future learning at school. Children are very competent in using computers. Their understanding of time means they can use a clock to determine when their time is up and it is someone else's turn. Children use the computer to follow up on their learning in

school and to unwind and play games. Staff are not as computer literate as children because they are not fully aware of how to load and change games. Therefore, they need to ask other children to help out, while this encourages children to work and learn from each other, staff are unable to fully teach children about the capabilities of technology to understand the world around them.

Staff are aware of how to support children who have special educational needs and work closely with the school to provide consistent and targeted support for children who need extra help, such as one-to-one support. The staff know how to teach children about communication and language through asking open ended questions and modelling language. They engage children in conversations and as a group children are encouraged to talk about what interests them. These special times are well managed by staff, who enable all children to tell their news, express their ideas or tell staff about what they would like to do at the club. Consequently, children are confident to approach older children and adults to initiate conversation. They are confident to talk within a group because they know that the group will listen and show them respect. This helps all children, including those who learn English as an additional language to be competent talkers.

By recording children's learning in journals, staff are able to identify children's progress in learning at the club. They find out about what children enjoy doing at home as parents share detailed accounts of children's abilities and special interests. Teachers at the school also share their knowledge of children and broadly suggest areas of focus for what they need to learn next. However, staff do not examine these further at the club to develop precise next steps in learning, which staff can recognise more clearly. For example, staff do not use guidance to measure children's progress against expected milestones when they complete their observations. However, staff are able to discuss the benefit of activities for children's learning and how these can be extended to support children's development. The activities staff plan at the club directly follow on from the information parents and teachers share, this helps children to make good progress as staff are able to offer them continuity in their learning.

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

Children form close relationships with staff and are keen to talk to them about their day at school. They arrive happily and immediately start to talk with each other and find the activities they enjoy. Children know the routine well. This means that children comply happily with changes. For example, when children play outside, they know they need to return inside to eat their tea together. All children run back into the club readily upon the staff telling them it is tea time. The familiar routines and ample choices they make about their play, means that they possess the emotional readiness they need to be successful in their learning. When parents arrive, some children are reluctant to leave the club. Staff and parents talk together as children finish their activities and are more ready to go home. Children cope well with their long day and several changes of care because staff allow them to feel in control of what they do at the club. They make choices and give staff feedback which they act upon, such as getting out certain toys. The children articulate their contentment and satisfaction with the club. They say that the club is 'awesome' and

the food they eat is 'delicious'.

Children choose from a range of healthy snacks and fruit which are filling and nutritious. They serve each other and sit together talking and eating as they understand the sociable occasion of mealtimes. Children discuss why fruit is healthy and engage in frequent outdoor activities and games which give them plenty of fresh air and exercise. This helps children to begin to understand about the components of a healthy lifestyle. Children display high levels of self-esteem and confidence. They become independent as they wash up their cups and plates and help to tidy away toys and set up tables again after tea time. Children behave very well at the club because the staff promote their understanding of expectations. They use a colourful wall display to measure when children behave well. Each child has a bee placed on their individually named leaf on the display. When children gain five bees, they get a special reward. This motivates children to behave well and as a consequence they are kind, considerate and respectful. Staff provide firm but fair boundaries and help children to understand their strong emotions and feelings which in turn, helps the children to control them better.

Staff trust younger and older children to be aware and confident in using tools. They know about safety and follow the club rules. When playing outside, children check in and out with staff to let them know of their whereabouts. Staff use walkie talkies to confirm this. Children remind their parents to sign them out of the register as they leave and staff remind young children about how to play safely with toys and equipment. The children experience risk and challenge at the club as they jump from the climbing frame and jump out on each other when hiding in the garden. This helps children to begin to understand about how to manage risks for themselves within the safe environment.

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

Staff at the club follow policies and procedures which underpin their work. The club has a detailed policy and procedure in place for safeguarding children. This means that staff know and understand their responsibilities. They are aware of how to recognise and report any concerns about children's welfare and benefit from training offered by the school. This enhances and refreshes staff awareness meaning they remain alert to any concerns about children's well-being. Staff know how to use technology safely and implement procedures for minimising any possible risk to children as a result of this, for example, when using cameras and mobile telephones. The club has a long established staff team. However, they are aware of safe recruitment and have a thorough induction procedure in place for any new staff. The staff are alert and supervise children closely. The staff monitor the environment where children play to make sure it is safe for their use.

The club has undergone a recent period of considerable improvement. Following the previous inspection, staff took immediate and effective action to tackle weak areas. They work closely with the school staff to utilise their knowledge and skills and this has good benefit for children. Staff undertake regular external training and also use available literature and online sites to enhance their understanding of how to support children's learning. There is a programme in place for staff training which helps to collate and

recognise staff training needs. Staff undertake specific courses, such as behaviour management to help enhance their understanding. They bring their learning back to the club where they implement this in meaningful ways for children. The club undertakes self-evaluation in consultation with children and their parents. This means they are able to make improvements which have good effect and the club meets the needs of the families who use it. There is a fairly new process in place for staff supervision. This is helping to create a happy staff team, who know their responsibilities and share a commitment to providing good quality care for children. The manager monitors children's progress and the educational programmes at the club. She recognises how learning can be interwoven in activities and is supporting staff to further improve the observation and assessments they make to fully recognise children's achievements.

The club works closely with the school where all club staff also work and where the children attend. They understand the part they play in supporting children and their families and share information freely with them. The staff are aware of how to access further professionals if the need arises in order to support children. Parents have opportunity to be actively involved in steering the group by joining the volunteer committee. Parents share good relationships with staff and find them approachable because the staff welcome them into the club. For example, some parents sit with their children at tea time until they finish their meals. Parents express their gratitude of staff and appreciation of the care they provide for children.

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	EY342277
Local authority	Luton
Inspection number	963275
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	45
Name of provider	Funtastic Club Committee
Date of previous inspection	06/11/2013
Telephone number	07964540067

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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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