

Funky Monkeys Before and After School Club LTD

Addingham Youth Centre, Bolton Road, ILKLEY, LS29 0NR

Inspection date	05/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 are provided with a good range of interesting activities that complement their learning at school very well. Consequently, they make further progress in their development in the setting.
- Partnerships with parents and the school the club serves are good. This promotes a cohesive approach to the sharing of information, which means children's ongoing care and learning needs are consistently met.
- Children's transitions into the club are managed in a sensitive manner. As a result, they soon settle and feel at home in their surroundings.
- High priority is given to keeping children safe and to monitoring, evaluating and improving the quality of the service further. Consequently, children are kept free from harm and the outcomes for their care and learning are continually enhanced.

It is not yet outstanding because

- There is scope to extend and improve the use of resources that promote equality and diversity, to further support children's understanding of differences and similarities.
- The organisation of some resources such as books is not always consider fully to enable children to access these in the main playroom, should they wish to use them in this area.

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 two of the play rooms and outdoors.
- The inspector met with the manager, who is also the owner, and spoke with staff and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of planning documents, policies and children's records.
- The inspector took account of the views of parents spoken to on the day.
- The inspector conducted a joint observation with the manager.
- The inspector accompanied staff when they collected children from the local school.

Inspector

Diane Turner

Full report

Information about the setting

Funky Monkeys Before and After School Club Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the Youth Centre in Addingham on the outskirts of Ilkley and is managed by a limited company. The club serves Addingham Primary School and Boilpeyt Primary School. Children are cared for in five rooms and there is an enclosed area available for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one has Qualified Teacher Status. The club operates Monday to Friday during term time from 7.30am until 8.45am and 3.30pm until 6.30pm. Children attend for a variety of sessions. There are currently 56 children on roll, of whom five are in the early years age group.

What the setting needs to do to improve further

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

- continue to build on the use of resources that depict people from different cultures and those with disabilities, so that children further develop their understanding of equality and diversity
- enhance the opportunities children have to access books, for example, by making a selection available in the main playroom.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They are experienced and well qualified and confidently provide activities that build on, and complement children's learning at school. Activities are well planned and provide children with opportunities to relax, initiate their own play, or take part in a daily focused activity if they wish, depending on their needs. For example, to further support children's understanding of nature, staff provide opportunities for children to prepare the ground and plant flowers in an area in front of the premises. They teach children the importance of working out how many plants they have and how they can be utilised in the available space. This successfully enables children to use their mathematical skills in a relaxed manner. Staff also have regular discussions with teachers about current topics being followed in school and carefully consider how these can be supported through different activities in the club. For example, they provide pictures for children to colour in to link into a school topic on pirates. This means children continually extend their learning.

Staff provide a welcoming environment. They strive to make this a 'home from home'

where children can freely access different areas and activities. For example, the main play room is the hub of the club where children can access table top activities, such as creating bracelets and can sit and eat their tea together which promotes good social skills. The large hall within the premises is designated for physical play and two smaller rooms enable children to build dens and use electronic equipment. Children move confidently between the rooms and make choices in their play, which supports their independent learning well. A good range of books is in place in one of the smaller rooms but a selection is not available in the main playroom. This means that those children who feel more secure in being in the main room and want to read are not supported fully to do so. Staff set out a good range of resources for children to choose from and an inventory is available, so children can view this and request additional resources from the store cupboard as they require. Children have opportunities to learn about the wider world through planned activities that link to festivals, so they develop an understanding of the cultures of others. For example, as part of celebrations for the Chinese New Year staff show children how to use chopsticks and challenge them to pick up an ice cube with these. This makes children's learning fun. However, there are few resources readily available for staff and children to use on an ongoing basis, to further support children's understanding of equality and diversity. This means this aspect of their learning is not enhanced as well as it could be.

Staff interact well with children and, as a result, they very successfully support and extend children's development in communication and language. For example, staff sit alongside children as they take part in activities and chat to them about their day at school. In turn, children respond positively and confidently discuss how they have been practising for their up and coming assembly. Staff show a genuine interest in what children have to say and make good use of open-ended questions, to encourage them to use their thinking skills and extend their use of conversation further. As a result, one child delights in recalling the role he will be acting out as a pirate and what his costume will consist of. Staff keep parents well informed of their children's learning and development in the club through daily discussion and by making children's learning records readily available at all times for parents to view. Comments from parents show that they feel their children are happy in the club and the activities provided reflect those they would enjoy at home after a day at school.

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

Children's transitions into the club are managed very well. For example, settling-in visits are provided according to each child's individual needs. Consequently, children have good support to become familiar with the club, which promotes their emotional well-being. This in turn, provides peace of mind for parents. Children are supported very effectively by staff during play and everyday routines to understand how to keep themselves safe. For example, staff explain to children the importance of wearing a high visibility tabard on the walk to and from school, so they can be seen easily at all times. Staff are good role models and they demonstrate clear expectations for children's behaviour. They empower children to devise their own rules for the club and this means they develop a robust understanding of right and wrong. As a result, children's behaviour is good and a caring and respectful environment is created. For example, an older child spontaneously holds

the hand of a younger child who is new to the setting on the walk back from school. This provides good peer support and reassurance for younger children.

The club provides a relaxed, informal and homely environment where children can enjoy time with their friends after their day at school. Staff know their key children well because they work closely with parents and the school, to ensure detailed information about children's care and learning needs is shared effectively. As a result, children demonstrate secure attachments with staff. For example, they readily ask for help when needed as they take part in more challenging and intricate activities to make bracelets. Staff acknowledge children's achievements with praise, which means children feel good about themselves and have confidence in their abilities. Staff empower children to take ownership of the club and to make this their own. Children are encouraged to record their views and any changes for improvement they would like to see implemented on the speech bubbles cards. These are added to a suggestion book, reviewed by staff and actioned where possible. For example, additional equipment has been purchased as a result. This means children are actively involved in helping to shape the service to meet their needs, which further promotes their emotional well-being.

Children can access outdoor play every day. The garden area is well resourced and provides good opportunities for both physical and exploratory play and children enjoy using the large space on the school field and the climbing equipment sited there. The hall within the premises is also available for playing ball games and the use of wheeled toys. This means children can make choices about their play while developing and testing their physical skills. For example, children show good coordination as they use wheeled toys and they delight in knowing when is the right moment to turn these, to avoid colliding with a wall. Children are fully involved in drawing up the weekly menu for tea, which means they learn to make informed choices about the food they eat. Water, diluted juice and fresh fruit is available at all times for children to help themselves to as and when they want. This means they are able to respond promptly to the needs of their body. Children are encouraged to develop good hygiene routines, such as washing their hands before they eat, which further promotes their good understanding of how to stay healthy.

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

The owner/manager implements thorough recruitment, vetting and induction procedures for staff. This means their suitability to work with children is fully assessed and they have a good understanding of their roles and responsibilities. High priority is given to keeping children safe. For example, all staff complete safeguarding training, which means they are confident in their understanding of the possible signs of abuse or neglect. The owner is the designated safeguarding officer for the club and has a good understanding of the referral procedure to follow, should a member of staff come to her with a concern about a child, or the practice of a colleague. This ensures there are clear lines of accountability in place. Risk assessments are undertaken for the premises, and activities where necessary. Daily checks ensure any action taken to minimise hazards continues to be effective. Staff are well deployed, which means children are supervised effectively at all times and all documentation is kept up-to-date. Clear policies and procedures are in place that are

followed consistently. All of which underpin the efficient management and day-to-day operation of the club.

Good attention is given to monitoring and evaluating the quality of the service. The opinions of staff, parents and children are sought on a regular basis through various means, which promotes an inclusive approach to the process. The owner is very receptive to taking on board any suggestions for improvement. For example, at the request of some parents the hours of opening have been extended at the end of the day, to meet their work commitments and care needs. Some parents and children also requested that a more substantial meal be provided at tea time and again this has been implemented. The owner regularly attends network meetings with other providers in the area, which provide valuable opportunities to discuss good practice. She has also implemented various quality assurance assessments in conjunction with the local authority, such as an inclusion and equalities audit. As a result, the owner has a clear understanding of the club's strengths and areas for development. This has enabled her to devise a clear plan as to how she intends to move the service forward, which shows she has a good commitment to continually enhancing the outcomes for children's care and learning.

Staff meet with the owner to reflect on their practice and together any areas for future training are identified and courses arranged. This means the performance of staff is managed effectively. Overview tracking sheets are maintained of the progress children make in all areas of learning and this gives the owner a clear picture of the effectiveness of the educational programmes. These, alongside ongoing discussion with teachers at the school enable her to identify any gaps in children's learning and to work cohesively to close these. Partnerships with parents are good. They receive a handbook when the placement begins that includes a condensed version of the club's policies and procedures for their reference. Daily discussion, notice boards and newsletters are used effectively to pass on information on an ongoing basis. Parents' comments about the setting are very positive. For example, one states that she finds staff very caring and approachable and that her child's transition into the club has been managed very effectively, making this stress-free for all.

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
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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	EY471234
Local authority	Bradford
Inspection number	946340
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	56
Name of provider	Funky Monkeys Before and After School Club LTD
Date of previous inspection	not applicable
Telephone number	07923466019

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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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