

# Fun 4 Kids @ Langenhoe

Langenhoe Community Primary School, Bracken Way, Colchester, CO5 7PG

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 09/06/2014     |
| Previous inspection date | Not Applicable |

|  |                         |                |
|--|-------------------------|----------------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2              |
|  | Previous inspection:    | 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 taught by staff, who have a clear knowledge and understanding of how to compliment and support children's learning. As a result, children make good progress at the club.
- Staff have a secure knowledge of how to protect children's well-being. Monitoring of risk assessments, regular safeguarding training and a strong understanding of how to protect children's welfare means children play in a safe environment.
- Children are cared for by staff who value children's and parent's comments as part of the drive for improvement. This means action plans are effective and successfully support children's achievements.
- Staff have established positive links with the school children attend. Good settling in sessions and communication with parents means children are happy and quickly settle.

### It is not yet outstanding because

- The storage and accessibility of some resources means that children cannot always independently self-select toys to support their spontaneous play.
- Children's learning with regard to understanding of the world is not fully maximised. This is because there are fewer opportunities for them to use everyday technology.

## 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 indoor learning environment.
- The inspector held discussions with the owner, manager, staff and children.
- The inspector viewed a sample of children's development records.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day, and written references from children and parents.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the providers self-evaluation and improvement plan.

## Inspector

Lynn A Hartigan

## Full report

### Information about the setting

Fun 4 Kids @ Langenhoe opened in 2013 and is one of four privately owned and managed out of school clubs. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a demountable building within the grounds of Langenhoe Primary School, in the village of Langenhoe, Essex. The club serves the local and surrounding areas. The club opens five days a week, during term time, offering breakfast and after school care. Opening times are from 7.45am until 9am and 3pm until 6pm. Children are cared for within one large playroom and have access to the host school's playground area. The Club employs three members of childcare staff. Of these, one member holds a qualification at level 6 and one staff member holds a level 3 qualification. There are currently 42 children attending, of whom seven are in the early years age group.

### Inspection judgements

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

Children's learning and development is complimented extremely well at the club because the staff have a secure knowledge and understanding of how children learn. Staff meet the learning and development requirements to a good standard. This ensures the educational programme covers learning across all areas and offers children opportunities to continue their learning from school. This is because the manager meets regularly, and communicates effectively, with the children's teachers to share information about each child's progress.

Children are positively encouraged to initiate their own games and learning, and this is supported well by effective and qualified staff. For example, children have great fun organising a puppet show. They make invitations, inviting the staff and their friends to watch. They take bookings using appropriate resources, such as pens and books. Children continue their learning from school as they create their own imaginary games. For example, when they discuss how bonfires are made at school, this is extended in their play at the club as they excitedly create a camp site. They use tents, dress up and have a pretend barbeque. Staff interact appropriately in their games and pose questions that encourage children to think critically. However, while children have a selection of resources available to them, not all are easily accessible. For example, some resources are stored in a locked cupboard and children have to ask for these. As a result, children's spontaneous play is sometimes interrupted as they wait for staff to get them the toys and resources they want or need. In addition there are few opportunities and activities offered that focus on helping children to extend their learning about everyday technology. This is because resources to support this area of learning are currently shared between the four clubs owned by the provider. As a result, children's access to information technology is not always organised in a way that gives them consistent access to this resource.

Children's starting points are discussed with parents when they first attend, ensuring staff

can effectively monitor children's progress and offer interesting and challenging learning opportunities. As a result of the good communication systems in place with parents and staff at the school, children receive positive support and continuity in their learning. Children's communication, physical and personal needs are fully supported. They are able to complete homework at the club if required, and a quiet area for this is available to them, along with support from staff. Children are also able to borrow games and resources from the club, and they often share favourite story books with their family to help continue their learning at home.

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

Children happily arrive at the club after their day at school and are greeted by staff who are genuinely pleased to see them. Children have formed secure attachments to the staff. The effective key person system means children's emotional well-being is supported by a familiar adult who knows them well. Children feel secure as they are very familiar with the club's daily routines. They develop a strong sense of belonging as they independently sign the register on their arrival, and older children use the skills they have learnt at school to look at the clock and accurately write down the time. Children's independence is further promoted as they make their own decisions when choosing to have a drink or snack, and skilfully pour their own refreshments. Children excitedly engage in activities of their choice and confidently approach staff for assistance when necessary. This means they are developing the skills and attitudes needed for when they move up through the school.

Staff teach and support children's understanding of positive behaviour well. They are good role models and are sensitive to children's individual needs. Children learn to respect one another and are positively encouraged to be considerate of one another. For example, when children have difficulty taking turns or sharing, they are encouraged to think about their actions and the impact this has on their friends. They learn to express their emotions in a positive way, and this is successfully achieved through staff organising specific activities to support children's emotional development, such as stories. Children are able to play in a stimulating and welcoming environment. They feel a real sense of belonging because they make friends and benefit from seeing their art work, and photographs of them at play, beautifully displayed. A dedicated area enables them to safely store models and art work should they want to continue working on these when they next attend. They visit the club with their parents and teachers to ensure they are happy when they attend for the first time on their own.

Staff teach children the importance of a healthy lifestyle. For example, discussion regularly takes place regarding the club's food menu. Children are positively encouraged to contribute to this by considering healthy and nutritious snacks and meals. Children have many opportunities to develop their physical skills, benefitting fresh air and exercise as they play outdoors. They independently use the bathroom and take care of their own personal needs. Children know to wash their hands before eating or preparing food. For example, children know to wash hands without prompting before helping to prepare their hot snack of rice, vegetables and fruits.

### **The effectiveness of the leadership and management of the early years**

## provision

Children are offered a broad and interesting range of learning opportunities. This is because staff have a good understanding of the learning and development requirements. The management team understand the importance of accurate monitoring of the educational programme that is offered, to ensure all children make good progress and have fun. Children are routinely included in the evaluation of every aspect of the club, and their thoughts and contributions are positively welcomed and valued. Children play in a safe and secure environment. This is because robust recruitment process and staff vetting procedures mean children's welfare is safeguarded. The team of staff have a secure knowledge and understanding of child protection.

The staff have high expectations for children attending the club. Qualified and committed staff are supported in their own professional development. Therefore, children are cared for by a motivated and dedicated staff team, who understand the importance of improving practice and the provision for children. Staff consistently evaluate practice and positively include the parents and children's views. This is successfully achieved through the use of questionnaires, using notices boards, to allow parents and children to pin their comments, and through regular discussion. Realistic action plans are in place to ensure the continuous improvement of the club.

Children benefit from well-established positive partnership working with parents and the school they attend. Staff have made every effort to ensure all children receive the support they need. The manager attends regular meetings with the head teacher to discuss how best to support and continue the children's learning. Good communication is shared with parents when children first attend. Friendly and approachable staff are available for daily discussions with parents to ensure children's needs are met. The use of a school, club and home link book also ensures there is effective communication between all those involved with the children, that support continuity and consistency in their care and education. Parents speak highly of the care and learning their children receive at the club. For example, parents comment that their children are safe and happy, make good progress and that the club is 'like a breath of fresh air' for their 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY472213                 |
| <b>Local authority</b>             | Essex                    |
| <b>Inspection number</b>           | 947915                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 20                       |
| <b>Number of children on roll</b>  | 42                       |
| <b>Name of provider</b>            | Catherine Ellen Watkins  |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 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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