

Phoenix Fun Club

Easington Colliery Primary School, Whickham Street, Peterlee, County Durham, SR8 3DJ

Inspection date	16/06/2014
Previous inspection date	13/07/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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's welfare is effectively safeguarded by staff, who have a good knowledge and understanding of how to protect the children in their care.
- The quality of teaching is good. Staff have good links with the school, ensuring information about children's learning is shared. This means that they can tailor activities to children's individual needs from the outset to support their continuing progress.
- Relationships between the children and staff are good. Therefore, fostering a strong sense of belonging and ensuring that children are confident learners, who enjoy their time at the provision.
- Partnerships with parents are well established to support children and ensure good quality information is shared to promote their learning and development successfully.

It is not yet outstanding because

- There is room to develop children's awareness of available resources, thereby, enabling them to make further independent choices and build on their already good learning.
- Books are not always attractively presented to promote children's interest and support their learning.

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 taking place in the childcare room.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector took account of the views of parents through discussion at the inspection and through the club's own parental questionnaires.
- The inspector held meetings with the manager and spoke to staff members during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and looked at the club's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full report

Information about the setting

Phoenix Fun Club was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a management committee and is situated within Easington Colliery Primary School in Easington Colliery, Durham. The club serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play. The club employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday, all year round. Sessions are from 7.30am until 9am and 3pm until 6pm, term time. In school holidays, sessions are Monday to Friday 7.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children on roll, of these five children 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:

- promote children's independence further, for example, by ensuring that they are aware of all available resources, so that they can make even more independent choices about their play
- enhance the organisation of books, so they are attractively presented and inviting to children to promote their interest and support their learning.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage and how children learn. They gain information from parents and school staff, through discussions and initial assessments to help them support and meet each child's specific needs and interests. Staff observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children's learning. Consequently, activities are very much based on children's ideas and interests and on complementing their learning in school. During school holidays when more time is available, staff further extend children's learning by taking them on trips and outings. Daily discussions with parents support a shared approach to children's learning as they are kept up to date with the activities they enjoy while at the club. Parents state that they are happy with the progress children make at the club, particularly in their social skills.

The club provides a warm and welcoming environment where children can relax, play and have fun with their friends. It provides stimulating activities and resources to cover the seven areas of learning. This supports children in gaining the necessary skills in readiness

for their next stage in learning. Staff are aware that children have spent the day in school, so they ensure activities balance those provided in the classroom. For example, there are plenty of opportunities to be outside and be active or to play quietly at the end of a busy day. Staff make the best use of the space they have, working hard to make the indoor and outdoor environments interesting and exciting spaces in the limited time they have to set up. Teaching is good because staff are fully involved in children's play and they provide good levels of support. For example, they sit on the floor with children as they build the train track, encouraging them to think about which piece they need next.

Staff focus strongly on supporting children's personal, social and emotional development. This works particularly well for new children who need some reassurance from staff to enable them to explore the resources independently. Staff encourage older children to share their skills with their younger friends. Consequently, they proudly show them how to make bracelets using small elastic bands and involve them in their games as they write on the white board. Staff provide lot of opportunities for children to play board games, so they learn to share and take turns with their friends. They encourage children's creative abilities as they provide pens, glue, different types of paper and scissors for them to use. Staff support children in drawing logos linked to football events, as well as encouraging them to design their own. They provide a range of books, which children can help themselves to and sit and read. However, these are not always displayed in an attractive way, so as to fully ignite children's interest. Children develop good physical skills as they play with bats and soft balls and play running games outdoors.

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

Children are very settled and happy within the club. They enthusiastically greet their friends on arrival. Prior to them starting, the staff collate key information from parents and staff at school about the children, which allows them to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well and consequently, effectively meeting their individual needs. The club operates a key person system for the younger children. Therefore, their emotional well-being is well supported because they develop warm and trusting relationships with staff. Children freely approach adults if they need help or want them to join in with an activity. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Younger children's key person carefully plans for her children's individual learning, spending time during the session supporting them in specific activities in small groups.

The learning environment is enabling and helps children to make good progress in their learning and development, with a wide range of resources being easily accessible for all children. Staff set out the rooms on a daily basis. Although, the club rotates its resources regularly, there is scope to improve the organisation of resources, so that children are aware of and can select those, which are not as easily available on that day. The club effectively promotes all children's understanding of diversity through sampling different foods and a range of books and resources reflecting positive images. Children benefit from a range of healthy, nutritious snacks, which meet their individual needs. Staff successfully encourage children's independence skills. They help to set and clear the tables for snack. Drinking water is available for children to help themselves to throughout the session.

Children spend time outside where they enjoy a variety of activities and expend their energy after being in school all day. They show a good understanding of their own safety as they move around the room, handle tools, such as scissors and use physical play equipment.

Children demonstrate a sense of belonging in the environment and are content and relaxed. They are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school. Behaviour is good. Staff act as good role models and work well as a team to ensure children's safety and welfare are supported at all times. Children are polite and friendly and able to work together during activities. For example, they take turns with the remote controls as they copy dance moves using electronic games.

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

The safeguarding and welfare requirements are successfully met and understood. Clear policies and procedures are in place and underpin staff practice. Staff have good knowledge of procedures to follow should they have a concern about a child in their care and know who to contact for additional support and advice. The manager and committee members have a good understanding of procedures that promote safer recruitment and there are robust measures in place for checking the suitability of staff. The premises are checked daily and the manager has completed suitable risk assessments for the premises and the trips children attend in the holidays. Parents have their own separate entrance, which is secure and any visitors to the club have their identification checked at the school reception as well as when they enter the club. Children's attendance, including when they arrive and leave, is recorded and this means that ratios are maintained. All staff hold a current first-aid certificate, which means that they can give appropriate treatment if there is an accident to a child in their care. Staff keep accurate records of accidents and first-aid treatments administered to children. The manager is the designated safeguarding officer and she has completed recent appropriate safeguarding training, as have all her staff. This ensures there are clear lines of accountability in place and procedures for reporting concerns are clear.

Self-evaluation is carried out regularly and helps the club to identify areas for improvement and set targeted plans to address any weaknesses. Staff appraisals and performance monitoring ensures that the club is continually developing. This helps the team to identify strengths within the club and any areas, which may be developed further. For example, following recent training, one staff member has taken responsibility for looking at ways to improve planning, observations and assessments. The manager seeks the views of parents and children and takes their views into account when evaluating the service the club provides. For example, they offer flexible sessions around activities offered by the school. Views of staff are obtained through staff meetings and the manager is open and receptive to new ideas and suggestions. The club has taken appropriate action to address previous recommendations. The manager and staff value the advice and training opportunities offered by the local authority and this means that the club is

continually improving to benefit children who attend.

Partnerships with parents are positive and these successfully promote the welfare of children. Policies and procedures are shared with parents before children start the club. Daily informal discussions and information with regards to the youngest children's progress, provides parents with relevant information about children's individual care and learning needs. Parents speak highly of the club and of the staff and say they have no concerns at all. They say that they are happy with communication and appreciate the staff's willingness to liaise with their children's schools and pass on messages from teachers. Close partnership with the school means that arrangements are in place, ensuring they complement the learning carried out at school. Consequently, the good partnerships with parents and school helps to promote continuity in children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	314146
Local authority	Durham
Inspection number	870683
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	40
Name of provider	Phoenix Fun Club Committee
Date of previous inspection	13/07/2010
Telephone number	07773504104

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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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