

Funtasia Club

Manby Lodge Infant School, Princes Road, WEYBRIDGE, Surrey, KT13 9DA

Inspection date	24/06/2014
Previous inspection date	03/07/2013

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

- Children are happy and secure in the club, as staff provide a warm and welcoming environment for children to play and learn.
- Children benefit from the strong relationships between staff, parents and the school. There are good systems in place to share information about children's needs.
- Good quality teaching helps to promote children's communication and language, personal social and emotional and physical development.
- Robust risk assessments and safeguarding training for all staff ensures children are kept safe.
- Leadership and management are strong. Good organisation ensures that children are supported by well-trained staff.

It is not yet outstanding because

- The key person system supports children well. However, arrangements for all children have a 'buddy' worker who can offer support when their key person is not present have not yet been fully implemented.

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 children playing and interacting with staff.
- The inspector sampled documentation and policies and procedures.
- The inspector spoke with children, staff and parents in the setting.
- The inspector discussed the setting's plans for improvement with the manager.
- The inspector invited the manager to carry out a joint observation.

Inspector

Vanessa Brown

Full report

Information about the setting

Funtasia Club is a privately owned setting in Weybridge, Surrey which registered in 2008. It operates from Manby Lodge Infant School and provides out of school care for children attending this school and St. Charles Catholic School. Children have access to the main school hall, one school classroom and toilets. There are several areas available for outdoor play. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 56 children on roll, of whom 20 are in the early year's age range. The club is open from 7.50am to 8.50am and 3pm to 5.45pm, Monday to Friday, term time only. There are seven members of staff, of whom five currently hold appropriate childcare qualifications.

What the setting needs to do to improve further

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

- further develop children's attachments to staff by developing the use of buddies to support key persons.

Inspection judgements

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

Staff provide children with a secure and exciting environment where they explore and become independent learners using their imagination. Children benefit from a wide range of learning experiences as staff understand and plan for the needs of each individual child. Children receive a broad range of learning experiences across the educational programmes. Consequently children are making good progress in the club. The staff working in the after school club provide a stimulating environment for children to play and relax at the end of the school day. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They have high expectations of children and engage with them well.

Activities and resources supported by well trained staff help children to make good progress in the seven areas of learning and development. Children enjoy a range of adult led and child initiated activities, which are mainly planned outdoors during the summer months. A separate classroom leading onto the outdoor area is used when weather is not good. Staff plan learning areas around the playground and trim trail areas. Staff talk to children and parents and observe their interests. This information is used for planning activities to support their development. This ensures that they continue to be motivated to learn.

Staff also include activities that complement the learning opportunities children receive in

school. School staff share information with the staff working in the club on a daily basis about children. Information on how children have been in school enables the staff to plan a range of activities which meet children's individual needs. Staff share this information with parents so that they know what children have been doing during the day.

Staff plan activities outdoors. Children make animal masks. They are encouraged to use their imagination and make their own designs. Children use scissors and cut out the templates they have drawn. They sit, listen and concentrate. They talk about the animals they are making and staff extend children's learning by talking about animals with spots and stripes. They encourage children to have a go and keep trying with the scissors. This helps children to become confident and independent as they keep trying which supports their self-esteem. Children confidently explore the outdoor environment. They practice balancing, climbing, and swinging from ropes on the outdoor trim trail. This supports their physical development. Children run around happy and excited. Children of different ages play well together. They join into teams and play ball games. Staff provide support and encouragement but allow children time and space to play together. Staff encourage older children to include younger more reserved children to join in. This helps children to learn to respect one another, taking into account children's abilities and ages. Children build using small and large construction equipment. Staff support children's mathematical development by discussing colours and numbers with them. Staff organise parachute games. Children choose the games and older children explain the rules to younger children. They learn how to take turns and play well together, which supports their personal, social and emotional development.

Children develop positive relationships with staff and other children. Friendships are evident which supports children's confidence and self-esteem. Children learn to sit and listen during registration time and independently prepare their own snack. Parents comment that children are happy in the club and are developing in confidence. They are happy with the activities provided and the care from the staff. Staff work closely with parents to ensure children's individual needs are met.

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

Children settle well and form positive relationships with adults and other children in the club. There is key person system, which staff implement well to meet children's individual needs. However there is no formal "buddy" system to act as a back-up when the key person is absent to make sure that children's individual needs are met as well as possible.

Children of different ages build friendships which supports their confidence and self-esteem. They sit and talk together with staff and other children during snack time. Children of different ages plan games and activities together. The environment and resources are well planned. Children who are tired after school are able to sit quietly and read books with staff. Staff support children's personal social and emotional development as they sit with them and talk to them about their day in school. They talk about feelings and emotions as they discuss moving on to new schools.

Children run around, pedal on bikes and scooters and climb and balance. This supports their physical development as outdoor play is an everyday occurrence. Children learn how to take risks safely outside. Staff remind children of how to use the equipment and the rules for ball games ensure that children are safe. Children behave well in the club. Staff remind children to be kind and they discuss the consequences of their actions. They talk about the rules indoors and outdoors. Staff praise children for positive behaviour and distract children when they become challenging. They also allow children time to manage their own behaviour and only intervene to keep children safe. Staff provide opportunities for children to learn to share and take turns. As a result children develop an understanding of how to manage their own behaviour and keep themselves safe.

Children understand self-care routines and wash their hands before eating and after using the toilet. Staff are knowledgeable about children's dietary and medical needs, which they adhere to. Children enthusiastically sit together and prepare sandwiches using different healthy fillings. They eat fruit and drink water and fruit juices. Staff talk to children about portion sizes and healthy foods. Children therefore learn about healthy lifestyles. Children of different ages sit together in a sociable environment and build friendships at snack time.

Children are happy and motivated to join in with the range of activities on offer but are also able to relax and read quietly in a separate area if they choose to do so.

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

Management and staff understand their responsibilities in meeting the requirements of the Early Years Foundation Stage. Robust policies and procedures are in place and are reviewed regularly at staff meetings. Staff provide parents with copies of policies and procedures as well as regular updates about the club. They talk to parents about what the children are doing, the plans they develop for the club and the progress they make.

Staff attend safeguarding training and refresh their knowledge of the policies during staff meetings. They demonstrate a good understanding of the procedures to follow if they have concerns about a child. Staff also understand the procedures to follow if they have concerns about the behaviour of another member of staff. Documentation and records are well maintained and easily accessible. There are good recruitment and induction procedures in place as well as ongoing supervision, appraisal and training opportunities for all staff. Staff are deployed effectively throughout the club activities and ratios are strictly adhered to.

A dedicated manager supported by a strong staff team have worked together to make sustained and successful improvements to the club's care and education of children since the last inspection. The actions from the last inspection led to a thorough review of the club's provision. Qualified staff are now in place as well as complete and easily accessible documentation. Children's safety was reviewed along with risk assessments. Changes in security arrangements in the outdoor environment and collection procedures results in

children being safe and secure. The manager has identified further areas for improvement and uses a quality improvement tool to review the club provision during staff meetings and with visits from the local authority. Further training has been identified for the future.

Parents are very positive about the care their children receive. They explain that their children settle in well and benefit from the range of activities the after school club provides. They explain that they are happy with the information they receive from staff about their child and they are able to discuss children's individual needs with them.

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	EY374097
Local authority	Surrey
Inspection number	963317
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	48
Number of children on roll	56
Name of provider	Sandra Iris White
Date of previous inspection	03/07/2013
Telephone number	01932 851 848

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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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