

St Peter's Funclub

St Peter's Church of England Primary School, Belford Road, Harrogate, HG1 1JA

Inspection date

01/08/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
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	3

The quality and standards of the early years provision

This provision requires improvement

- Children are effectively safeguarded by staff who have a clear understanding of policies and procedures, and a secure knowledge of how to protect children.
- Children receive targeted support to meet their individual care needs because partnerships with parents and other professionals are well established, and there are close working relationships.
- Staff actively promote children's understanding of healthy lifestyles and keeping themselves safe, promoting their well-being.

It is not yet good because

- Monitoring of the consistency of observations and assessments is not always thorough enough to identify gaps in learning. As a result, the quality of teaching is variable.
- Activities during the holiday periods are not always fully matched to meet children's individual needs and interests, meaning some lack a good level of challenge for the range of children attending.
- While the staff keep children busy and support them in some activities, there are times when not all staff demonstrate high expectations of the children. As a result, their interactions become largely supervisory and some opportunities to enthuse and engage children further in their play are missed.

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 hall and the outside learning environment.
- The inspector held meetings with the registered individuals and the manager of the provision.
- The inspector spoke with the manager and staff at appropriate times during the inspection.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Rachel Burton

Full report

Information about the setting

St Peters C of E Funclub registered in 2014 and is run by a limited company. It operates from 7.30 to 8.45am and then from 3.15pm to 6pm during term time and 7.30am to 6pm during school holidays. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school and holiday club serves the locality and the surrounding area. Children attend for a variety of sessions. Children are cared for within the school halls and adjacent dining hall of St. Peters C of E primary school. There is an enclosed area available for outdoor play. There are currently 22 children in the early years age range. The setting supports children with special educational needs and children who speak English as an additional language. There are currently nine staff working directly with the children. Six of the staff have appropriate qualifications at level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the planning of a range of suitably challenging activities to ensure they fully meet the needs of the range of children who attend, in particular during the holiday periods.

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

- improve monitoring of the quality of teaching to ensure that staff more effectively use information gained from observations and assessments to ensure children make good progress
- help staff to develop their interactions with children, in order to ensure that all children are enthused, engaged and motivated in their play.

Inspection judgements

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

Staff are developing a greater understanding of the learning and development requirements and the Early Years Foundation Stage. Children confidently access the activities they want to participate in and staff generally interact well with them. However, on occasion, some staff's interactions, are largely supervisory and, as a result, they miss opportunities to enthuse and engage children further in their play. Therefore, the quality of teaching is variable, meaning that not all children make good progress in their learning.

Children make decisions in their play and enjoy being able to move freely around the available space. This supports their independence and confidence. Resources and equipment are well placed to allow children a safe space to be active, enjoy table top activities, such as play dough and painting, or play with construction and small world toys on mats. Staff observe children as they play and gather information about children's preferences. However, they do not always use the observations effectively to assess children's progress or to ensure planned activities fully support children's individual needs and interests. As a result, staff sometimes miss opportunities to extend children's learning through effective questioning or by offering appropriate challenge.

Children chatter happily with their peers and older friends during play activities and during snack time. This supports their communication skills well and offers good opportunities for extending children's language skills. Consequently, children are becoming confident and capable speakers. Partnership with parents is good as the staff gather information on the 'all about me' forms on entry in order to support children's care. Parents appreciate the verbal feedback from staff at the end of the session about their child's activities so they can talk to their children about them at home.

Inside, children enjoy listening to calming music and accessing soft cushions at quiet times through the day. They have some good resources in the hall where they can select to paint, draw, glue or use varied tools in the play dough and sticky cornflour. Staff join in with games, such as noughts and crosses, helping children to take turns and share the resources with their friends. There are a range of construction and small world play resources where children gleefully act out their favourite characters, such as wizards and racing drivers.

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

Children show a good sense of belonging and settle quickly at the start of each session. The re-organisation of the playroom, following comments from parents and children, allows younger children more space to play away from older children. This helps younger children to settle readily and become more confident in their new environment. Effective deployment of staff, space and resources ensures all areas are well supervised and allows children to move with freedom, safety and independence. Staff generally provide good support and care for the children, and as a result they demonstrate good attachments. All equipment is safely accessed and well presented, encouraging children to make choices in their play. Children are supervised well at all times and understand why they must tell staff when they leave the main playroom to access the toilets. Parents understand the supervision arrangements, which keeps children safe. Staff are good role models and help foster children's confidence and self-esteem. As a result, children behave well and learn to respect other children's needs and feelings. The well-established partnership with the school supports children successfully during times of transition within school and provides them with good consistency in their care.

Children are successfully learning about how to keep themselves healthy and follow good hygiene practices, especially before eating. They sit sociably together to enjoy their snack and benefit from freshly prepared, nutritious food. Drinks of water are available, which the

children readily access after energetic outdoor games. The secure outside play area provides children with plenty of opportunities for fresh air, exercise and outdoor learning in all weathers. Children enjoy outdoor activities and become self-assured as they learn to manage risk through discussion, which helps children become active learners. For example, children consider what will happen if they use the skipping ropes too close to their friends during a sports day race. Staff support younger children in learning new skills, such as ball control, and turn taking in team games, such as 'cups and saucers'. By counting the number of cones overturned by their team, children learn that numbers can be fun. Young children develop their physical skills with rackets and balls and learn to negotiate the space around them confidently. As a result, children enjoy their play safely and engage well in the activities. Staff enthusiastically promote children's enjoyment of exercise in order to maintain their good health.

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

Children are suitably safeguarded as staff have a clear understanding of their role and responsibilities in safeguarding. They know how to report concerns, and management ensure that staff read and follow the relevant policies and procedures, and attend regular training on child protection and safeguarding to make sure that they are familiar with the signs of abuse. The effective recruitment procedures ensure staff are suitable to work with children. Staff are well deployed, ratios are maintained and suitable arrangements are in place to support children with special educational needs with a specific key person. Procedures for recording and reporting accidents, risk assessments and details of specific allergies and/or dietary requirements are secure and appropriately monitored by management.

Sound induction procedures help staff to form the basis of their understanding of their roles and responsibilities in the setting. Some monitoring of the quality of staff practice is in place, providing opportunities for them to develop their practice. However, there is scope to raise the staff's expectations in practice and to continue to develop consistency in the use of observations in planning to meet the needs and interests of all children, for example, through more focused opportunities for staff to observe one another's practice, and to visit high quality settings. Monitoring of assessments of children's learning and development provides a broad overview of each child. However, it is not consistently thorough enough to identify gaps in progress and as a result, the quality of teaching is variable.

Staff know how important it is to communicate well with other professionals, and in particular others who share the care of children attending. This ensures children receive targeted support to meet their individual care needs. The setting encourages good partnerships with parents and as a result, the contribution to children's well-being is sound. Ongoing self-evaluation provides a satisfactory overview of the setting's strengths and weaknesses and actions to develop the setting have begun to be implemented. For example, a review of the age range and abilities of the children attending this summer, taking into account the views of parents and children, has led to the children being split

into two groups where they can more readily access most resources suitable for their age and stage of development.

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	EY475827
Local authority	North Yorkshire
Inspection number	955859
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	158
Name of provider	Funclubs Limited
Date of previous inspection	not applicable
Telephone number	01423545980

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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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