

Endeavour Fun Club

The Bungalow, Airy Hill CP School, Airy Hill, WHITBY, North Yorkshire, YO21 1PZ

Inspection date	01/08/2014
Previous inspection date	17/01/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
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

- Teaching is effective because staff know how to support all children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.
- Children's personal, social and emotional development is promoted well, as they learn to make relationships, which help to develop their self-confidence and self-awareness.
- Effective partnership working with parents means there is continuity of learning between the club and home, which successfully contributes to the good progress children make.
- Children's welfare is effectively safeguarded by staff who have a good knowledge and understanding of how to protect children in their care.

It is not yet outstanding because

- Opportunities for children to practise their early reading and writing skills are not maximised in the outdoor play area to support their good progress further.
- There are fewer resources available to children to help them gain an understanding of equality and diversity and promote their knowledge of different cultures, people and faiths.

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 viewed all areas of the after school club accessed by the children.
- The inspector spoke at appropriate times to staff throughout the session.
- The inspector held a meeting with the manager and looked at a range of the club's documentation, including staff Disclosure and Barring Service checks, qualifications, policies and procedures and risk assessments.

Inspector

Kerry Holder

Full report

Information about the setting

Endeavour Fun Club was registered 1997 and is managed by a voluntary committee. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It operates from a building on the site of Airy Hill Primary School in Whitby. The club serves the school and St Hilda's Primary school, which is close by. Children have access to an enclosed area for outdoor play. The club opens Monday to Friday all year round, excluding bank holidays. Sessions in term time are from 3pm to 6pm and in the holidays 8am to 6pm. Children are able to attend for a variety of the sessions. It employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. There are currently 100 children on roll, one of whom is 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:

- enhance children's literacy skills, for example, by providing further opportunities for them to look at books, read stories and practice their writing in the outdoor environment, in order to extend their progress
- increase the range of resources and books, which represent positive images of other cultures, people and faiths, to fully support children's understanding of diversity and difference.

Inspection judgements

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

The quality of teaching is good because staff know children well and how they like to learn. Staff have developed good relationships with the school staff. They find out about children's interests in order to plan learning experiences based on children's interests and to complement the learning that takes place in school. This enables children to continue to make good progress. Staff interact well with all children and show a genuine interest in what they are doing. For example, staff enthusiastically invite children to join in activities and engage them in friendly conversations and group discussions. Staff ask open-ended questions, which help children develop good concentration and encourage their critical thinking. Planning incorporates children's own ideas and staff plan activities, which they regularly review to match children's individual needs. Younger children benefit from the help of older children. For example, older children write tickets out for younger children when they take part in a game. As well as developing social skills, this activity helps younger children's literacy development. However, opportunities for children to practise their early reading and writing skills are not maximised in the outdoor play area to support

their good progress further. Staff observe children as they play and understand the importance of having a balance of child-initiated and adult-led activities. They monitor children's learning to ensure that they continue to make good progress in their development while attending the club. Children enjoy physical play and develop skills of working as a group. For example, they play football together and build bridges with wooden blocks.

Children show high levels of independence in their play and are extremely confident in their surroundings. Staff ensure there is a wide variety of activities and resources available for children to choose from and enjoy, both indoors and outdoors. Consequently, all areas of their development are effectively promoted. For example, staff respond to children's interest by providing coloured bands. This helps children develop concentration and physical skills as they are consistently engaged as they carefully weave them together. Staff play actively with children using ball games in the outdoor area to develop coordination. There is a good variety of resources to develop physical skills, such as balls, stilts and balancing equipment. Children can easily access resources and equipment, as they are stored at a low level, which promotes their independence. However, there are fewer resources available to children to help them gain an understanding of equality and diversity and promote their knowledge of different cultures, people and faiths.

Partnerships with parents are good. Staff value parents knowledge about their children and the information they provide. They gather useful information from parents at the point of registration so they can plan for each child's learning. Staff communicate with parents on a daily basis, which gives parents regular opportunity to contribute to their children's development. This ensures children's development is effectively enhanced and their individual needs are met.

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

Staff provide a secure and happy environment where children feel comfortable, safe and secure. Children are independent and are very confident within their surroundings. As a result, they are motivated and engaged in their learning. The club has a key-person system in place, to ensure the youngest children's well-being is suitably managed and consistent links are built with parents and school. This means children settle quickly, ensuring continuity between the club and their home environment. Parents provide key information to staff to ensure that children's individual requirements are known and understood, such as food allergies and additional needs. This sharing of information ensures children move smoothly between settings and they settle readily.

Children's good health is promoted effectively. They are offered healthy snacks, such as fresh fruit and crackers and fresh drinking water is readily available. Children are supervised well by staff when they are eating and drinking and they sit and chat together. This means they are supported to develop their personal, social and emotional skills. Children have good opportunities to learn about healthy eating. For example, they have recently taken part in an activity talking about their favourite meals. They discussed whether the meals they preferred were healthy and if not, the consequences of eating

sweets and sugary products. Children are encouraged to follow good hygiene routines and are competent at managing their personal needs. Daily outdoor activities are provided to ensure children benefit from lots of fresh air and develop good physical skills. There is plenty of room for those who want to play energetically, but there are also quieter activities to enjoy outdoors. This ensures children's individual needs are well met.

Staff manage children's behaviour and attitude dependant on their age and stage of development very well. They act as positive role models and children follow their example. As a result, children form positive relationships with one another and are kind and considerate to each other. Consistent praise and encouragement is used by staff to enhance children's self-esteem and ensures they feel valued and respected. Staff talk about the importance of safety throughout children's play to ensure they are starting to develop an awareness of keeping themselves safe. For example, children learn to take appropriate risks during their play and learn how to negotiate space in the outdoor area when using balls and running around.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements. They are aware of their roles and responsibilities to safeguard children in their care and have attended relevant training. Parents are informed of any incident, as required and records of accidents and incidents are appropriately maintained. An effective range of policies and procedures are successfully implemented in the club to ensure children are well protected. Staff are thorough in completing risk assessments, further promoting children's safety. The manager understands the importance of robust recruitment procedures. As a result, clear systems are in place and all staff are vetted to ensure they are suitable to work with children. Staff supervise children effectively, while still encouraging their independence.

Staff receive ongoing training following their induction and have completed paediatric first-aid training, which supports their understanding of how to deal with minor injuries. The manager ensures that the professional development needs of individual staff are identified through supervisions and appraisals. Staff monitor the club's effectiveness by obtaining the views of parents and children through discussions and observations. They evaluate areas of provision at staff meetings and reflect on activities and plans. Consequently, strengths and weaknesses are effectively identified. Staff have a good awareness of children's individual abilities and skills and understand that they develop at their own rate. The manager monitors children's progress well. There is a suitable planning system in place to ensure that staff are developing children's learning with adult-led activities or supported free play. The monitoring of activities effectively supports children's individual interests.

Staff have a clear understanding of their responsibility to work in partnership with other childcare providers and professionals to enhance learning opportunities. They have established good links with the local authority and gather advice from external agencies if

needed. This ensures continuity of care and learning for all children. The club has established links with the local schools, which ensures that effective strategies are in place to secure children's good progress.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	400170
Local authority	North Yorkshire
Inspection number	911552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	100
Name of provider	Endeavour Fun Club Committee
Date of previous inspection	17/01/2012
Telephone number	07795 314255

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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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