

# Rossett Acre Funclub

Rossett Acre Primary School, Pannal Ash Road, Harrogate, HG2 9PH

<b>Inspection date</b>	10/09/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2
		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

- Staff's effective teaching helps children make good progress and complements their learning at school. Staff work closely with the children's teachers and parents. This means that their needs are well met and children continue to build their knowledge and skills.
- Good partnerships with parents and school provide continuity in children's care, which supports children's learning and well-being.
- Children enjoy their time at the club and interact happily with mixed age groups. Staff get to know the children well, and help them feel secure as they develop a strong sense of belonging.
- The manager and staff fully understand their role and responsibilities in keeping children safe. Well-written policies and procedures underpin their good practice. This ensures that children's welfare is protected well.

### It is not yet outstanding because

- There are fewer opportunities for children to develop their experiences with information and communication technology resources and programmable toys to enable them to explore and understand why things happen and how things work.
- Opportunities for children to spend time in an inviting and cosy quiet space in the main playroom have not been fully explored, to further support children's overall well-being and comfort.

## 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 held meetings with the owner and the manager of the provision throughout the inspection.
- The inspector toured the premises and the outside area accessed by the children and staff.
- The inspector observed children playing both inside and outside and spoke to children and staff throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at a selection of documentation, including staff qualifications, their Disclosure and Barring checks, the policies and procedures and children's learning records.

## Inspector

Jane O'Callaghan

## Full report

### Information about the setting

Rossett Acre Funclub was re-registered in 2014. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned. It operates from main school hall, gym and other facilities in Rossett Acre Primary School in Harrogate, North Yorkshire. The Funclub serves the local and surrounding areas. The club opens each weekday during term time only from 7.30am until 8.50am and 3.15pm until 6.30pm, except for bank holidays. Children attend for a variety of sessions. There are currently 200 children on roll of which 13 are in early years age range. There are currently seven staff working directly with children, of whom three have an appropriate early years qualification at level 3.

### What the setting needs to do to improve further

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

- make the most of the space available in the main playroom to enable children to have an area where they can spend quiet time and relax to further enhance their well-being and comfort
- extend opportunities for children to develop their understanding of the world, with particular regard to supporting their understanding of information technology.

## Inspection judgements

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

Children are happy and well-motivated as they learn through play in this welcoming club, which provides a warm and relaxed atmosphere. The manager and staff are enthusiastic and committed to their roles and enjoy working with the children and their families. Children are encouraged to express their ideas and use their imagination. This is because staff provide them with a wide range of resources and activities they enjoy. Children use a variety of art and craft resources and a range of complex and simple construction materials. This helps to promote their creativity and critical thinking skills. The quality of teaching and learning is good in the context of a leisure activity environment. Staff communicate and interact well with children and fully understand that children learn through play. This means that children make choices about activities they would like to take part in and are able to direct their own learning. Staff play alongside children and motivate them to engage in a range of activities and to try things for themselves. They sometimes offer children suggestions or pose a question which helps to extend children's enjoyment and achievement. Staff guide and support children effectively and get them to think about what they are trying to achieve. For example, when children try to construct models, staff are close by to help out or encourage children to guess and test out their

ideas. This promotes children's independence and confidence which are key skills to support their future learning.

Children enjoy playing with the marbles and with their friends watch as they roll down the small slides. They compete with each other to see whose marbles get down first and compare how tall their own towers are. This boosts their self-esteem and estimation of size. All children are keen to go outside and play football. This develops their control of the ball as they try to score goals. While outside, they also have further opportunities to climb and balance on the wooden apparatus that is available, with supervision from staff. Children get lots of chances to play games and staff support them explaining to them the rules of the game. Children are excited when they beat the member of staff as they play the shopping game, matching the produce they have bought. This promotes children's listening skills as they follow the instructions given by staff. Children have good opportunities to play with a variety of toys and activities that cover most of the areas of learning. However, overall, information and communication technology resources and programmable toys are not as freely accessible to children as some other aspects of the provision. As a result, opportunities for them to explore and understand about why things happen and how they work are not fully maximised.

Staff ensure children's ideas and interests are included in future plans and this helps to motivate them to learn and feel valued. All children are encouraged to try out new experiences through role play and creative play. Children's progress is recorded by each child's key person and they use the information gained from their observations to plan challenging activities. This means children continue to move forward in their overall learning and development during their time at the club and this supports their progress overall. Children's observation folders are available to parents so they can continue their child's learning at home. Overall, children take part in a good range of activities and experiences and continue to develop a wide range of skills to support their future learning. They are happy, settled and confident in their environment and supported well by staff. Partnerships with parents are positive and there are many opportunities to exchange information at the beginning and end of each session. The key-person system works well and helps build good partnerships with parents who have younger children in the club. Parents are provided with a good range of information about the activities available. Good arrangements are also in place as children move between the school and the club. For example, staff meet regularly with the children's teachers to share information about their progress and their next stage of development.

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

Children have good relationships with the friendly, caring staff. They play games with the children, help them to create pictures, and sit and talk with them. They quickly notice, and act, when children are occasionally not involved in activities and need support or simply need some company. Consequently, children are all seen to enjoy their time at the club. Staff are good role models who encourage good manners and consideration. As a result, children's behaviour is very good as they play well together, take turns and serve the healthy snacks to each other. Children enjoy a variety of physical activities and are given helpful reminders and explanations from staff, which helps children to keep themselves

safe. Children receive healthy and nutritious snacks after their busy school day. These include cheese, crackers, cold meats, salad and fruit. Children help to prepare snack time and all sit together, enjoying the very sociable time. They learn to care for themselves and each other as staff encourage them to learn to do things independently, such as putting the toys and games away.

There is a wide range of activities and resources available for children to choose from each day. Children enjoy ball games outside and confidently ask for additional resources, activities and support, demonstrating that they feel secure at the setting. Members of staff respond to children's interests and requests and, when necessary, they manage children's minor conflicts with fair negotiations and clear boundaries. Staff use the space available to provide a wide range of activities and challenging experiences for children. They have good opportunities to make choices about what they like to do and staff make sure toys and resources are easily accessible. However, the arrangement of space in the main playroom does not always offer an inviting and cosy quiet space where children can sit and relax fully to further support their overall well-being and comfort. Children show a good awareness of staying safe as staff encourage them to effectively negotiate space during group activities, practise fire drills and walk around the setting. Therefore, children develop an understanding of risk and learn how to keep themselves and others safe. Links between the school, parents and the club are strong and effective. Children are supported well as they move between school and the club each day because information is shared effectively on their care and well-being. When children start at the setting, staff offer a good induction to make sure children settle well.

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

Staff have a secure knowledge and understanding of how to protect and safeguard children. Policies and procedures are fully understood by staff and implemented consistently. Staff's awareness of child protection issues is secure. They also work collaboratively with schools and the club's policy and procedure is embedded well. All staff have recently attended training in safeguarding and have a good knowledge and understanding of what action to take should they have any concerns. They are well supported by the owner and the manager of the club, who know their role and responsibility to ensure children's safety, through robust recruitment and suitability checks. Comprehensive risk assessments and daily safety checks inside and outside are conducted stringently to minimise hazards in order to reduce the risk of accidents to children. Children are well supervised when they are brought to the club after school, and when playing outdoors. Staff are vigilant in ensuring that no unauthorised person may approach or have access to children in their care at any time. Comprehensive staff induction, followed by ongoing supervision, ensures that all staff continue to provide high quality care and learning for all children. Regular appraisals are carried out to ensure staff's training needs are accurately identified and addressed, to help them continually improve their knowledge, understanding and practice. As a result, the quality of children's care and learning is enhanced. The manager fully understands her role in complementing, and being guided by, the learning and development requirements of the Early Years

Foundation Stage. This includes the provision of a good range of experiences for children to participate in, consistent with those accessed by the children attending in other settings, for instance, in school.

Good self-evaluation systems ensure that improvements have a positive impact on the experiences of the children. Self-evaluation is completed at staff meetings and through informal discussions with staff, parents and listening to children, which helps to continuously improve the service they offer. There is a comprehensive action plan in place which is continuously reviewed and amended. As a result, the setting is able to identify areas of weakness and implement effective plans for improvement, including staff's training needs. There is a system in place to gather more formal views and opinions of parents which provides them with an opportunity to contribute to improving the learning experiences and environment for all children. For example, parents receive newsletters and staff attend the school's open evenings.

Effective partnerships with parents are in place. They comment on how much their children enjoy attending the club and praise the staff for their professionalism and approachability. Staff provide parents with a wealth of information about the club. For instance, they receive a detailed welcome pack at the start of the placement, which contains a summary of the clubs policies and procedures. Staff work in partnership with other professionals involved in promoting children's care and learning needs. For example, they liaise very closely with the teachers at the host school as well as staff from the neighbouring nursery. This enables children to benefit from more effective continuity and consistency in their learning due to the effective support they receive, which positively promotes a smooth move between school, nursery and the club.

### **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

<b>Unique reference number</b>	EY475825
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	957146
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	54
<b>Number of children on roll</b>	200
<b>Name of provider</b>	Funclubs Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	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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