

Funtime Out of School Club

St. Gregorys Catholic Primary School, Albert Road, Bollington, MACCLESFIELD, Cheshire, SK10 5HS

Inspection date	29/09/2014
Previous inspection date	09/09/2011

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

- Staff understand how children learn through play and provide them with a wide range of experiences. Consequently, children make good progress in all areas of their development.
- Children are happy and motivated learners. Staff promote an enthusiasm for learning by actively involving children in making choices in their learning and the planning of activities.
- Staff establish warm and caring relationships with children which promotes their emotional well-being. As a result, children develop a strong sense of belonging.
- Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety to protect the children in their care.
- Partnerships with parents and the school contribute very effectively to the continuity of children's care and learning and effectively promotes children's development and emotional well-being.

It is not yet outstanding because

- Occasionally, staff do not provide opportunities to fully promote children's sense of responsibility and independence skills. For example, by encouraging children to pour their own drinks or help prepare their own fruit at snack time.

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's play both indoors and outdoors.
- The inspector held discussions with the manager and talked to staff and children during the inspection.
 - The inspector checked evidence of suitability and qualifications of staff working with the children, the club's self-evaluation processes and discussed their improvement plans.
- The inspector sampled a range of documentation, including safeguarding policies and procedures, children's records and risk assessments.
 - The inspector took account of the views of children, parents and carers spoken to on the day of the inspection and from written feedback received by the club from parents.

Inspector

Sharon Hennam-Dale

Full report

Information about the setting

Funtime Out of School Club was registered in 2011. It is privately owned and managed and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the hall within St. Gregorys Primary School in Bollington, Cheshire. There are enclosed areas available for outdoor play. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications, including one at level 2, two at level 3 and one is unqualified. The club opens during term time only, on Monday to Friday, from 7.45am until 8.50am and from 3.15pm until 6pm, on Monday to Thursday. Children attend for a variety of sessions. There are currently 49 children on roll, five of whom 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:

- extend opportunities for children's sense of responsibility and independence to be consistently well promoted during snack time, for example, by encouraging children to pour their own water and help prepare their fruit.

Inspection judgements

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

Children clearly enjoy themselves, are happy and have fun at this friendly club. On arrival, they quickly settle, confidently explore the range of resources on offer and independently select their activities. Staff understand how children learn through first-hand experiences and provide a wide range of activities, which reflect children's interests with an emphasis on having fun. As a result, children engage in purposeful play and make good progress in their learning and development. Staff know the interests and abilities of individual children well and make sure they build on these through play and exploration. They actively involve children in choosing their activities and in planning future ones. For example, staff ask children if they would like to do something for their grandparents or a special member of their family. Children's enthusiasm for this activity is evident as they talk to staff about the card they would like to draw and decorate. Children are confident to ask for help from adults where needed. For instance, during the card making activity staff support children by showing them how to draw a flower. This motivates children to try this for themselves and supports the development of their pencil control and early writing skills. Staff liaise closely with the school to share information on children's progress and achievements, so that they are able to support children effectively during their time at the club. As a result, children acquire and develop key skills for their future learning in a familiar social environment.

There is a strong emphasis placed on the importance of developing children's

communication and language skills. For instance, staff engage children in meaningful conversations about a chosen activity with toy ponies, and talk to children about what they have been doing at home and in school. Consequently, children communicate well, share stories and express their thoughts and ideas confidently and clearly. This supports children very well as they move forward in their learning. Children's physical development is promoted well through regular access to the outdoor area. Children enjoy a wide range of physical activities which develop their control, coordination and balance, such as, running, jumping, throwing and catching. They are encouraged to explore the outdoor environment and develop their creative and sensory skills as they make a cake with natural materials. Staff skilfully use open-ended questions to capture children's interests as they encourage children to think critically and imaginatively during this activity. For example, they ask children what the different items represent and if their cake is 'sweet or spicy'. As a result, children display many of the characteristics of effective early learning and are active and motivated learners.

The club's social ethos is consistent in enabling children to learn how to respect the similarities and differences between themselves and others in their community. Staff provide good opportunities for children to take part in finding out and learning about popular or cultural festivals, such as Chinese New Year or Diwali. Staff value the information they gather from parents and the host school's staff to find out about the children's likes, interests and skills. The children's key person regularly completes written observations, effectively identifying children's individual interests, learning styles and capabilities. As a result, staff have a clear understanding of children's starting points, which enables them to build on and complement the skills and knowledge that the children have already acquired.

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

Children are warmly welcomed on their arrival at the club and staff immediately engage them in discussion about their day. The environment created by staff enables children to feel safe and emotionally secure. As a result, children relax and settle quickly. The sensitive, caring interaction between staff and children means that children feel valued and form positive and trusting relationships, which allow them to build secure emotional attachments. In addition, the key-person system ensures that younger children's care needs are well met, and there are good opportunities to exchange information on children's care and well-being with parents at the beginning and end of each session. This facilitates a smooth move between home, school and the club. Settling-in procedures are good. New children and their parents are given opportunities to visit the club to help build familiarity and confidence. Detailed information is obtained from parents to ensure that each child's individual care needs are effectively met. The room is well-organised to meet children's needs and toys and resources are easily accessible. This means that children's independence is promoted well as they are provided with good opportunities to make active choices and decisions about what they would like to do in their play. This allows children freedom to develop their natural aptitudes and interests and so supports them in gaining the skills they will need as they move up through school.

Children's behaviour is good. Staff actively involve children in agreeing the rules of the

club and are consistent in their expectations. As a result, children make effective friendships and play cooperatively together. Staff are positive role models. They interact well with children, joining in with children's play, promoting good opportunities for children to develop their social skills. Priority is given to fostering children's personal, social and emotional well-being. Staff are vigilant and quickly notice when children are occasionally not involved in activities and need additional support or encouragement to join in. Staff listen carefully to what children say and provide time for children to express their thoughts. Consequently, children are confident and self-assured when sharing their feelings. Children's achievements and efforts are quickly recognised and meaningful praise is given. As a result, children's self-esteem and confidence is effectively promoted.

Children's well-being and safety is given good priority in a secure environment. Children have very good opportunities to be active and play outdoors and have access to a wide range of equipment. They like to ride scooters, throw balls and explore the outdoor area. This play contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. Staff teach children how to manage risks and keep themselves safe through their activities. For example, they support and encourage children to develop their balance and coordination skills as they make their way across the outdoor climbing wall. Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. Written fire procedures are in place, and children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. Children attending the after school club are provided with healthy snacks and regular drinks to keep them hydrated. However, during snack times, staff do not always provide enough opportunities to fully promote children's growing sense of responsibility and ability to do things for themselves. For example, children are not always encouraged to pour their own drinks or help prepare their own fruit so that they learn to gain confidence from being independent and trust in their own ability. Staff are aware of children's individual dietary needs or any allergies through their discussions with parents when children first start. Good hygiene procedures are followed and children follow well-established routines with regard to their personal care, understanding the need for regular hand washing before eating and after engaging in messy activities.

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

The manager and staff have a secure understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. Children are effectively safeguarded because the staff are fully aware of, and are sensitive to potential and actual harm to children and are confident and clear about the procedures to follow in the event of a concern about a child or allegation against a member of staff. There are effective selection, recruitment and vetting procedures in place to ensure staff are suitable to work with children. In addition, the ongoing suitability of staff is monitored regularly through supervision and appraisals. The setting has comprehensive policies and procedures which underpin staff practice. These are reviewed on a regular basis and parents are made aware of them. For example, there are accurate records of children's attendance and appropriate arrangements are in place for the use of mobile phones and cameras. Since

the last inspection, risk assessment documents have been updated and are reviewed regularly to reflect any changes to the provision. Clear procedures are also in place to ensure children's safety when other groups are using rooms in the building. Most of the staff have a current paediatric first-aid qualification to deal with any accidents which may occur. Consequently, children are kept safe in a clean and secure environment.

All staff are extremely committed and enthusiastic about ensuring children receive the highest quality care and learning. Staff work closely together and there are regular meetings to provide support and to share ideas to promote good outcomes for children. Effective induction procedures help new staff learn about their responsibilities and regular appraisals and supervision ensures staff's training needs are accurately identified and addressed. This helps staff to continually improve their knowledge and understanding. The manager fully understands the learning and development requirements and demonstrates a strong drive to maintain continuous improvement. As a result, she ensures there is a good range of experiences for children to participate in, which complement the learning taking place during the school day. The management and staff team monitor and evaluate all aspects of the provision and are clear about their strengths and areas for development. The views of parents and children are valued and these are taken into consideration when identifying priorities for future development. For example, staff regularly consult children and involve them in planning further activities and experiences, In addition, regular parent questionnaires gain the views of parents on different aspects of the provision. The actions and recommendations raised at the last inspection have been fully met and there is good capacity for continual improvement.

Strong partnerships with parents promote good continuity of care and learning for all children. Staff actively involve parents in children's learning through daily verbal feedback. A parents' notice board is displayed at the entrance to the club, to provide parents with key information. Parents comment that their children are happy, settled and look forward to attending. They also make positive comments about the range of activities provided for children and the welcoming, safe and homely environment. There are very close links established with the host school. Staff have daily contact with the reception teacher to discuss children's interests and achievements. This ensures relevant information is exchanged on a daily basis to effectively promote the youngest children's continuing care and development. The out of school club is not currently caring for any children with special educational needs and/or disabilities. However, all staff are aware of the importance of liaising effectively with other professionals to ensure children receive further support to meet their needs when needed.

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	EY422521
Local authority	Cheshire East
Inspection number	875733
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	49
Name of provider	Marie Louise Goodall
Date of previous inspection	09/09/2011
Telephone number	07948842134

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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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