

Fun For Kids @ St. Peter & Paul

St. Peter & Paul RC Primary School, Arkle Drive, Coventry, West Midlands, CV2 2EF

Inspection date	21/10/2014
Previous inspection date	24/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 have a good knowledge of how young children learn through their own interests. They successfully plan around these, which ensures children have memorable experiences.
- Staff build positive relationships with parents and keep them informed and involved in their children's care and learning.
- Children develop good self-help skills and levels of independence due to the effective organisation of resources and because staff encourage them to undertake tasks for themselves.
- Children are protected well. Staff have a secure understanding of their role and responsibility to safeguard children and implement effective practices to minimise hazards to children.
- The setting is led and managed effectively. The manager strives for improvement of the provision. She ensures staff are supported in their training and professional development.

It is not yet outstanding because

- Children are not always given sufficient opportunities to initiate and explore their own ideas and creativity. As a result, some spontaneous learning opportunities are not maximised during this 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 activities inside and outside.
- He inspector conducted a joint observation with the manager.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children and the setting's self-evaluation form.
- The inspector had discussions with the children and parents.

Inspector

Tracey Boland

Full report

Information about the setting

Fun For Kids @ St. Peter and Paul was registered in 2007 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is privately owned and operates within St Peter & Paul Primary School in Walsgrave, Coventry. Children have use of the hall, dining room and reception room. There is a large enclosed area available for outdoor play. The setting is open from 7.30am until 9am and from 3.15pm until 5.30pm Monday to Friday, during term time only. Children attend for a variety of sessions. There are currently 42 children on roll, two of whom are in the early years age group. The setting employs five staff, four of whom hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- expand opportunities for children to explore their own ideas and creativity, for example, during craft activities.

Inspection judgements

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

Staff know the children well. They have a good understanding of what children can do and know their various interests. They observe children and involve them in the planning and evaluation of their activities. This maintains children's interest because they are motivated and eager to be involved in the day-to-day running of the group. Staff work closely with parents and other providers, which helps them continually extend children's learning. They use information gained from teaching staff about what children are learning in school and incorporate this into their planning. For example, children continue their learning about diversity and the wider world through activities and discussion. This encourages children to consistently make good progress.

Staff support children very well, especially with their personal, social and emotional skills. An effective key-person system ensures parents and children know who they are and parents are informed of their child's achievements, which helps them to support their child's learning and emerging interests at home. Staff provide clear information to children about the activities, talking to them each morning about the activities available after school. They ensure that all resources are readily available, which enables children to immediately become involved and gain the most from the activities. However, very occasionally, children are not given sufficient opportunities to initiate and explore their own creative ideas. For example, when making wooden spoon witches for Halloween, all the materials are pre-prepared. As a result, some learning opportunities are not always maximised during this time. Children excitedly talk about the activities each evening,

involving themselves in their preparation. Staff ask them questions to encourage their listening, thinking and communication skills, and are led by children's interests. Staff engage in children's play, for example, when making their own treasure maps. They effectively support children to try and solve problems as they search for the treasure. Consequently, children learn to listen to instructions well and give a hearty cheer when the treasure is found.

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

Children settle well into the club. Staff encourage parents and children to become familiar with the environment and the routines that are in place. Children separate easily from their parents and are happy, settled and enjoy their time in the setting because staff build children's confidence well. Strong relationships have formed between staff, children and each other, and children seek support and guidance where needed. As a result, children are confident and capable individuals.

Staff encourage children to prepare their own snack and to understand about healthy eating. They listen to the views of children regarding food, and take into account children's individual dietary preferences and needs, to ensure foods are suitable. This further enhances children's independence. Children enjoy tasting for foods, especially at times of celebration. For example, children try a variety of Indian sweets as they learn about Diwali. This encourages discussion about the similarities and differences of foods from around the world and provides a wide variety of taste experiences. Resources are age appropriate and children make their own choices with regard to play, as they are easily accessible. Children understand the importance of tidying away when they have finished their play and all are actively involved. Staff provide daily opportunities for children to spend time outdoors. They encourage children to be active, which promotes their physical skills and confidence and reinforces their understanding of the importance of exercise on their well-being. Children's self-help skills are continually encouraged. Staff encourage children to think about appropriate clothing for outdoor play and to put them on, and they are supported when fastening their shoes. Children help themselves to drinks when thirsty and staff encourage them to have a drink after their vigorous physical exercise. This continually enhances the skills they acquire as they begin school.

Children learn good hygiene routines. For example, they understand the importance of washing their hands after using the toilet and before preparing food. Consequently, children learn to manage their own personal hygiene needs. Staff teach children about the safe use of knives when preparing their snack, and the importance of not running indoors. As a result, they becoming confident in managing risks and thinking of the safety of others. Behaviour is good and children are respectful of each other. Staff are good role models to children. They talk to them in a kind way and praise and encourage them, which builds children's confidence and self-esteem. Children learn the importance of sharing and taking turns, and all age groups play well together.

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

Staff have a good understanding of child protection and are confident of the procedures to follow in order to protect children. Recruitment procedures ensure that all staff working with children are safe and suitable to do so, which protects children from harm and keeps them safe. Robust procedures are in place to identify potential risks to children within the environment and appropriate action is taken to minimise them. The premises are secure and staff monitor the arrival of parents and visitors to the setting. Access is directly monitored by a member of staff so children's safety is assured.

Staff are committed to continually developing their knowledge and skills within the childcare field. Annual appraisals and weekly team meetings ensure that staff are suitably mentored and the service continually improves. Staff value the views and opinions of the children and parents, which are sought daily, and through the use of questionnaires. Comments are evaluated and action is taken to address any issues or ideas that are raised. Newsletters keep parents informed of any changes to the provision and forthcoming events.

Staff work closely with parents and the school in order to support children and provide continuity of care. Staff ensure communication between all parties is clear and concise, and important information from school is shared with parents when they arrive to collect their children at the end of the day. Parents speak positively of the service they and their children receive. They speak highly of the staff, their enthusiasm and the relationships they have formed with their children. They feel staff are welcoming and accommodating to their needs, enabling them to confidently leave their children, knowing there are in safe hands.

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	EY358007
Local authority	Coventry
Inspection number	863531
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	31
Number of children on roll	42
Name of provider	Fun For Kids Limited
Date of previous inspection	24/03/2010
Telephone number	07940 128 172

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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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