

The Fun Zone @ Carlton Primary School

Carlton Primary School, New Road, Carlton, WAKEFIELD, West Yorkshire, WF3 3RE

Inspection date	05/11/2014
Previous inspection date	12/03/2012

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

- Children continue their learning following their school day because staff know children well and liaise with school teachers to share information regarding school topics.
- Children thoroughly enjoy their time in the setting because they have made firm friendships and freely choose games and resources to explore with their friends.
- Staff have secure knowledge and understanding of their roles and responsibilities to safeguard children. As a result, children are protected from harm.
- Staff have created very strong partnerships with staff in school and parents. Consequently, children's learning and well-being needs are effectively met.
- Children behave very well. This is because staff ensure there is a wide range of activities for children to engage in and all children fully understand the behaviour expected of them.

It is not yet outstanding because

- On occasion, opportunities are missed to further encourage children to take on small responsibilities.

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 in the base room and accompanied staff to collect children from school.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector had a tour of the premises.
- A range of documents were inspected including evidence of staff suitability, training certificates, policies and procedures.
- The inspector discussed the setting's continuous improvement plan.
- The inspector took into account the views of children, staff and parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

The Fun Zone @ Carlton Primary School was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a chain of privately owned out of school settings. It operates from an annexed building within Carlton Primary School in Carlton, West Yorkshire. There is access to an enclosed area for outdoor play. The setting serves the local area and is accessible to children from the host school during term time only. The setting employs three members of childcare staff. Of these, two members of staff hold appropriate early years qualifications at level 3. The setting is open each weekday, from 7.30am to 8.50am and from 3pm to 6pm. Children attend for a variety of sessions. There are currently 35 children on roll, six 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:

- enhance children's already good independence skills further by encouraging them to take more responsibility for small tasks, for example, laying the table for meals and wiping up spillages.

Inspection judgements

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

Children arrive at the setting ready to play with their friends. They choose from a wide variety of freely accessible resources and from activities staff have planned. Some children continue to make models with plastic bricks that they started during the morning session, while others make poppy pictures for Remembrance Day. Some staff also work within the school and therefore know what children are learning during the school day. Staff liaise with school teachers and this means children's learning is extended and consolidated in the setting. Children have a short group time after tea where they discuss a topic of interest. Children are keen to tell staff what they know about the world wars and the significance of poppies. Staff listen intently using open-ended questions to develop children's conversation skills further. All children show confidence as they involve themselves in group discussion, taking turns to answer questions and listen to others.

Staff know children well. They know their personalities and the resources they like to play with. This means staff can facilitate learning through children's interests and how they like to play. Some children bring resources from home because they feel safe and secure playing with familiar toys. Staff acknowledge this and incorporate children's belongings into games. For example, children bring plastic ponies in to play with and staff and children work together to create a picnic for the ponies. This means children feel confident to express themselves and create imaginative games. Children play games with their

friends. They have made firm friendships and this helps them in developing very good personal, social and emotional skills.

Staff liaise with parents regularly. They greet parents at the door when they arrive to collect their children. They discuss the activities children have taken part in and pass on any messages from school. Parents comment that staff are always available to talk about their child's time in the setting and about their learning. Teachers also comment that staff are proactive in obtaining information about children's learning in school in order to support their development further.

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

Children are extremely well settled in the setting. Staff collect children from the classroom at the start of the session and take them to the base room. Children confidently talk to staff and tell them about their day before they sit and wait for the older children to arrive. Children and staff have created firm relationships with each other. New children are invited to the setting for settling-in sessions and are assigned a friend to take care of them while they familiarise themselves with the daily routine. Consequently, children settle quickly and make good friendships with each other. Information about each child is obtained from parents when they register to attend. Staff ensure they adhere to children's individual needs, such as medical and dietary requirements. This means children's welfare needs are effectively met.

Children behave very well because they clearly respect staff and listen to their instructions. Children know what is expected of them and have created their own rules for the setting. Older children take care of younger children and are good role models. They have good manners and are very polite to visitors. Children have high levels of self-esteem and confidence because staff listen to them and treat all children with respect. Children are praised for their efforts and positive behaviour, which means they understand right from wrong. Children are developing an understanding of how to stay safe. They know not to answer the door when the doorbell rings and they immediately sit down on the carpet for registration when they arrive back from school. These rules are followed by all children and ensure they are accountable for their own safety.

Children have access to the outdoor play area where they enjoy playing on static equipment and engaging in team games. They discuss their favourite outdoor activities and how they like to climb and balance on the wooden adventure bridge. Children are given the option to play indoors or outdoors and some children enjoy relaxing and resting after their school day. This means staff ensure children's individual health needs are met. Staff provide healthy and nutritious snacks. Children sit in groups for meals and engage in conversation with their friends. They manage well with their cutlery and are developing good social skills. However, on some occasions opportunities are missed to further support children to develop their independence skills because staff complete tasks that children can manage for themselves, such as setting the table for meals and cleaning up spillages children have made.

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

Children are safeguarded well in the setting. This is because clear procedures are in place to ensure the premises are safe and secure. Doors are locked and staff meet and greet parents at the door when they collect children. If children are collected by a different adult to usual, a description of who is collecting and password system is in place to ensure adults have authorisation to take the child home. Staff have good knowledge and understanding of how to recognise possible signs of abuse. They have attended safeguarding training and know the professional agencies to contact if they have a concern. Furthermore, new staff are recruited through a robust recruitment and selection procedure to ensure they are suitable to fulfil their responsibilities; this includes a Disclosure and Barring Service check.

Staff and the planning for children are observed and monitored by the management team. This means practice is constantly evolving and any areas identified for training are promptly addressed. All staff have a positive attitude to further developing their knowledge and understanding of childcare issues. Staff are aware of the strengths of the setting and the areas they are working on to improve. Staff attend regular staff meetings and share their ideas and knowledge. In addition, they have regular meetings with the provider to evaluate their practice. This means the capacity for continuous improvement is good.

Staff have created very strong partnerships with the head teacher at the host school. They liaise with her regularly and work together to ensure all children's needs are met. In addition, good partnerships with children's teachers mean that information is passed on in a timely manner and children's learning is supported well. Although there are no children on roll with special educational needs and/or disabilities or children who speak English as an additional language staff know where to access support and advice if needed. Parents speak very highly of staff and the setting. They feel their children are very happy and that staff take care of their children well. Staff always have time to talk to parents and keep them informed of events and activities at school and in the setting. As a result, partnerships with parents are very positive.

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	EY355942
Local authority	Leeds
Inspection number	878369
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	35
Name of provider	Nicola Wyke-Ulliott and Edward Wyke-Ulliott Partnership
Date of previous inspection	12/03/2012
Telephone number	0113 282 5228

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *'Complaints procedure: raising concerns and making complaints about Ofsted'*, which is available from Ofsted’s website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

