

# Funzone at Walkwood Middle School

Walkwood Middle School, Feckenham Road, Headless Cross, Redditch, Worcestershire, B97 5AQ

<b>Inspection date</b>	11/12/2014
Previous inspection date	30/04/2009

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

- Children demonstrate increasing independence because they are effectively supported to make choices and decisions in all aspects of the club.
- Children are happy, secure and confident within this busy environment because the key-person system is effective and all staff build positive relationships with parents and children.
- Leadership and management are strong. The provider and manager effectively lead a staff team who work extremely well together to ensure that children receive quality play experiences.
- Children's welfare is fully assured because all staff attend safeguarding training and have a secure knowledge of their responsibilities to protect children from harm.

### It is not yet outstanding because

- The monitoring of staff's performance is not yet maximised. For example, opportunities for staff to regularly use peer observations to share their good practice are not fully embedded to consistently provide high quality learning and play experiences.
- Strategies to encourage all parents to be involved in the learning and play opportunities of the club are not yet fully embedded into practice to fully enhance the progress children make.

## **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 had a tour of the club with the provider.
- The inspector observed activities in the indoor and outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children and the club's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

## **Inspector**

Emma Daly

## Full report

### Information about the setting

Funzone at Walkwood Middle School originally opened in 1998 and re-registered as a limited company in 2006. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is situated within the grounds of Walkwood Middle School in Redditch, and is managed by Funzone Limited. The provision operates from four rooms and a large hall within the school and there is an enclosed area available for outdoor play. The provision employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and one holds level 2. The provider holds Early Years Professional status. The provision opens Monday to Friday during term time only. Sessions are from 7.30am to 9am and 3.15pm to 6pm. The club also runs in the school holidays from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 250 children on roll, nine of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities.

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

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

- enhance the effectiveness of the monitoring of staff's performance even further, for example, by developing peer observations to share and evaluate staff's good practice, in order to develop excellent practice and provide consistently high quality play experiences throughout the club
- develop further links with parents so that they are fully involved in their child's experience at the club and encourage them to regularly share their children's interests and achievements at home so that children's learning can be complemented to the fullest.

## Inspection judgements

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

Children are happy and enjoy themselves at this well-organised club where the focus is on learning through play. Staff are passionate about providing children with quality play opportunities. They provide children with a wealth of experiences in order to support their all-round development. This includes providing activities, such as den making, arts and crafts, baking and gardening. Children's independence is promoted to the highest level within the club. This is because they are able to make choices and decisions in every aspect of the club's routines. They can choose which room they want to play in and if they want to be inside or outside. Children are consistently involved in planning and choosing their activities, and staff regularly consult with them about their views on the activities provided. This allows staff to shape activities to support children's interests and meet their

individual needs.

Staff interactions are very good and they effectively support children's engagement in activities through joining in with their chosen play. Children lead their own learning and take part in many activities for sustained periods of time. For example, groups of children are actively engaged in building structures with large interlocking construction materials. Children use their imagination and develop their own ideas of what they want to make and how they are going to proceed with this. Staff support well through asking open-ended questions to extend children's learning further. Children enjoy using a variety of writing equipment and craft resources to create their own pictures and artwork. They display their own ideas and enjoy talking to their peers about what they are creating. Staff engage in conversations and use skilful questioning to encourage children to think about what they are doing. Children demonstrate good speaking and listening skills and, when necessary, are able to follow instructions well. Staff encourage children to talk about what they have enjoyed doing at school. They demonstrate that they value what children have to say by listening to their responses. This effectively supports children's confidence and self-esteem. Staff recognise that some children enjoy energetic activities after a busy day at school. Therefore, they provide children with many opportunities to take part in physical activities, both indoors and outdoors. Children understand the rules of not being allowed balls in some of the indoor areas. Therefore, they compromise and make their own using tissue paper and foil. Children use these balls effectively and create their own group games. They learn rules and negotiate space successfully while playing games, such as dodge ball and football. Staff provide carefully considered nearby support to ensure that all children are included in the play and develop social interactions when needed.

Staff provide an exciting and wide range of activities that successfully complement children's learning in school. Staff liaise with the school teachers regularly about children's individual needs and abilities in order to better support them. They gain ideas of themes and celebrations happening in school, and this provides further opportunities to extend the learning taking place. Children with special educational needs and/or disabilities are effectively supported because staff work well with parents and teachers. They gain information and advice on how best to support children so that they can all benefit from the opportunities and experience provided. Partnerships with parents are generally good. Staff share ongoing information about the activities on offer and gain some information from them when their child first starts. However, regular discussions do not always include details of children's interests and achievements at home so that children's learning can be fully complemented to the highest level. Nevertheless, children are effectively supported and enjoy the experience offered to them.

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

An effective key-person system is in place, which means children and parents build strong relationships with key staff. Information is gained from parents when their child first starts about their interests, capabilities, care and medical needs. Staff use this information to successfully support children's individual needs and help them to settle quickly. As a result, children's emotional well-being is effectively promoted. Children are confident and self-assured because staff get to know them very well. They value and respect children's

thoughts and ideas, giving them the responsibility of leading their own play and learning. Staff recognise when children need guidance, support and reassurance, and provide appropriate support to successfully encourage children to join in with all activities offered by the club.

Children's good health is promoted very well because staff have a good understanding of health and nutrition. Children enjoy a selection of healthy snacks and drinks, which they help themselves to throughout the session. Children are highly encouraged to get involved in preparing their own snacks and drinks. As they grow and develop and move through the club, they are encouraged to take on more responsibility. For example, older children are supported as they make their own hot drinks. Children are able to make choices from a variety of snack options and staff talk to them about the importance of making healthy choices. Consequently, children develop their understanding of the importance of a healthy lifestyle. Children are encouraged to wash their hands before mealtimes and after using the toilet, which reinforces the importance of healthy practices. They show increasing independence as they use the toilet on their own, which effectively supports them with the expectations of school routines. Children benefit from fresh air and exercise as they walk from their schools and play outdoors. Children actively develop their coordination skills as they are encouraged to take part in physical activities. Staff regularly take the children on trips and visits, particularly during the holidays. This provides children with more opportunities to develop their confidence, skills and abilities and learn about the world around them. All staff understand the importance of allowing children to take measured risks in their play and provide them with many opportunities to do this while closely supervising them. As a result, children are developing a good awareness of safety, while having the confidence to try new things.

The club is bright, welcoming and well resourced. It is easily accessible within the school building and provides dedicated spaces for the children to relax and play. Resources are carefully matched to children's ages and staff inspire children's learning and support them to have fun. They ensure activities are challenging and stimulating to keep children motivated and engaged in their play. The club complements and reinforces the emotional skills needed for school. For example, staff use opportunities to build on good social, listening and independence skills. Children's behaviour is very good because staff effectively teach children to value and respect one another. Staff encourage children to become responsible for managing their own emotions and conflicts, which helps them to understand the consequences of their actions. Children are actively involved in forming their own rules and so have a good understanding of the expectations and the boundaries within the club. All staff regularly praise children for their good behaviour, efforts and achievements. As a result, all children display high levels of self-esteem.

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

The provider and manager have a secure understanding of the safeguarding and welfare requirements. All staff complete safeguarding training and are fully aware of their responsibilities to protect children from harm. They are confident to explain the signs and symptoms of abuse and have a good awareness of the procedures to follow should an

allegation be made against a staff member. Recruitment and induction procedures are robust and all staff undergo checks to ensure their suitability. As a result, children's welfare is fully assured. Staff ensure rigorous procedures are in place to monitor the children in the club. Children are signed in and out and robust collection procedures are adhered to. This effectively ensures the safety of all children. Detailed policies and procedures are in place to ensure the efficient running of the club. These are shared with parents, which effectively supports the club's good practice.

The provider and manager demonstrate strong leadership skills. The provider has retained a staff team who are experienced and well qualified. All staff use their knowledge and expertise to contribute towards the further development of the club. This ensures children are provided with a good range of opportunities to learn and develop. Both the provider and manager regularly work alongside the staff team to continually support their practice. They complete informal supervisions and hold regular staff meetings to discuss any issues or concerns and identify training needs to develop staff's practice further. However, systems for performance management are not always sharply focused on staff's individual development. Peer observations are not fully embedded to enable all staff to regularly share and evaluate their good practice and consistently provide high quality learning and play experiences. Nevertheless, the provider does recognise staff's skills and abilities within the team. She deploys them effectively, delegating roles to specific staff. This means all staff take responsibility to ensure the smooth running of the club and they are passionate about providing children with the best experience they can.

The provider ensures continuous improvement through effectively using self-evaluation. She involves parents, children and staff through discussions, meetings and ongoing feedback. The provider values all feedback and uses it accurately to review practice and target areas for improvement. As a result, all staff work hard to continually develop and move the club forward. Staff have established generally good relationships with parents to further support children's individual needs. Parents are kept informed regarding their children's care and progress, and staff provide regular information about the activities on offer. Staff work closely with the schools children attend. They regularly meet with teachers to learn about children's progress and gain ideas of the themes and learning taking place in the schools. This enables staff to provide a wider range of play opportunities that effectively complement the learning that takes place in school. This shared approach makes a strong contribution to meeting the individual needs of all children. All staff have opportunities to attend networking forums. This enables them to continually share best practise and gain ideas and advice to continue to develop the club even further.

### **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>	EY336865
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	862704
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	250
<b>Name of provider</b>	Funzone Ltd
<b>Date of previous inspection</b>	30/04/2009
<b>Telephone number</b>	07703 610788

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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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