

Funzone at Tardebigge

Church Hall, Church Lane, Nr Bromsgrove, B60 3AH

Inspection date

17/12/2014

Previous inspection date

09/05/2011

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

- The manager and staff are kind and approachable. They reassure and encourage children so they settle quickly, grow in confidence and soon form positive relationships with staff and other children.
- The manager and staff understand children's interests and abilities because of their interactions with them, and information from parents, carers and the school. They are generally successful in planning and organising fun, rewarding activities which promote children's purposeful involvement, cooperative play and lively conversations.
- Children are fully safeguarded. The manager and staff effectively protect them from harm and know what action to take if they have any concerns about their welfare. They help children to know how to manage risks and to keep themselves safe.
- The manager and staff's successful partnerships with parents and the school ensure consistent approaches to meeting children's care and learning needs.

It is not yet outstanding because

- Staff do not always maximise opportunities for children to express their views and take an active role in the club. They do not regularly obtain children's input regarding activities and resources, for instance, by involving them in future planning.
- There are limited opportunities for children's activities, artwork and models to be displayed for everyone's enjoyment and to create more child-friendly surroundings. Therefore, children's sense of belonging is not maximised.

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 in the main room, accompanied staff collecting children from the school, and carried out a joint observation with the manager.
The inspector held meetings with the manager and also spoke to the deputy head
- teacher and another member of staff from the school and to children and staff at the out of school club.
- The inspector looked at records relating to children's activities and progress and at a sample of records and policies relating to their welfare, health and safety.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector discussed the owner's plans for improvement and took account of the views of parents and carers spoken to on the day.

Inspector

Rachel Wyatt

Full report

Information about the setting

Funzone at Tardebigge was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of five settings run by a limited company. The out of school club operates from a church hall in the village of Tardebigge near to Redditch and Bromsgrove. It is located next to Tardebigge First School and is specifically for pupils attending the school. The out of school club also uses the school's Information Technology suite during sessions. It serves the local area and is accessible to all children. Children have access to enclosed outdoor play areas. The out of school club employs five members of childcare staff. Of these, the manager has an appropriate early years qualification at level 3 and another member of staff has a playwork qualification at level 2. Additional qualified staff working at the owner's other settings, provide cover for staff absences. The out of school club is open each weekday from 7.45am to 9am and from 3.15pm to 6pm during school term times. Children attend for a variety of sessions. There are currently 53 children on roll, 11 of whom are in the early years age group. There are close links with the school.

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 to express their views about future activities and resources and to influence the planning of future events
- create more opportunities for children to record, display and celebrate their work and activities.

Inspection judgements

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

Children enjoy attending this friendly, welcoming out of school club where the manager and staff adeptly support and extend their skills as effective learners. Staff have a good understanding of children's interests, abilities and individual learning and development needs. This is because of their informal observations of children, and interactions with them during activities and routines. Parents and carers' views about their children's care, learning and development needs are also welcomed and influence the managers and staff's planning and organisation of activities. The manager also regularly talks to the school's early years staff so that she and her colleagues know what aspects of children's learning and development to focus on in the play-based activities they provide. Therefore, activities complement children's learning in school, helping children to make good progress and build on their existing skills and knowledge.

The manager and staff are confident about helping children to build on the skills they need to be effective learners at school. For example, they encourage and motivate children, taking account of their choices and interests, so that they are eager to attend the club and to join in activities. The manager and staff usually interact well with children so they remain involved in activities and often enjoy lively discussions. They encourage children to talk about their day at school and recall other events, as well as discussing what they are doing. Children in reception class are confident and enjoy playing in mixed age groups as well as happily focusing on an activity on their own. For example, children eagerly join in popular games at the Christmas party or help with switching the music on and off. They are imaginative and expressive as they act out roles, draw creatively or enjoy making and constructing models with different materials. Children enjoy cooking and preparing food. They like to be active, moving expressively and with control during lively party games or when climbing, balancing and using different equipment outdoors.

Positive relationships and regular discussions with parents and carers ensure the manager and staff understand children's characteristics, abilities and backgrounds. This helps them to provide toys, games and activities that are appropriate and that children enjoy. Staff ensure they follow up parents' wishes about any aspects of their children's learning and development, including helping them with homework. Parents appreciate the feedback they receive about their children's daily activities and achievements at the club. Regular contact with staff at the school also helps the manager and staff to effectively build on children's skills and to follow topics children enjoy at school. Children are encouraged to say which activities and toys they would like to play with on a daily basis. However, they are not routinely included in discussions about what resources or activities the club might offer in the future, to further engage them in the way the club operates, and maximise their contribution to the running of the club.

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

The manager and staff are attentive and approachable. They create a welcoming and reassuring atmosphere where children soon settle, become familiar with their surroundings and get to know the staff team and the other children. The manager and staff also effectively work with parents, carers and the school to ensure a consistent approach to helping children to become used to the school surroundings and routines. For example, good handovers between staff at the club and the school each day mean that everyone working with the children understands how they are feeling and, consequently, are able to apply consistent strategies to managing their behaviour and building their confidence. Parents are also reassured because the manager and staff at the club are conscientious about passing on information from them to school staff in the morning. They also make sure parents are given any messages back from the school when they collect their children in the evening. The manager and staff effectively organise activities and routines, which prepare children well for the start of the school day and which enable them to relax, socialise and play after school. Staff are deployed well, spending time chatting to children about their day and promoting their purposeful play. Children are increasingly confident and independent, for instance, they express their ideas because staff follow up their interests and praise their efforts and achievements. However, although children can show

their parents, carers and others their artwork and models during a session, there are limited opportunities for them to display their activities and work on a longer-term basis. Consequently, children's pride in their work and sense of belonging in the club is not maximised and the indoor environment is not as bright and welcoming as possible.

The manager and staff successfully promote other aspects of children's social and emotional well-being, which helps them develop relationships with others at school, and elsewhere. They encourage children to socialise and play together in mixed age groups. Children show they enjoy being together in the way they enthusiastically chat to each other, share news and exchange ideas during activities and mealtimes. They behave well because staff make sure they understand boundaries, and know what is happening next and what is expected of them. Children are keen to be helpful and kind, including showing consideration towards younger or less able children.

The manager and staff fully understand their responsibilities to keep children safe and to promote their good health. They carefully monitor the safety and security of the premises through accurate risk assessments and regular checks. The manager and staff also effectively supervise children and successfully foster their awareness of possible risks. They teach children how to behave responsibly and safely, for example, when walking to and from school or while using the outside area. Children are well cared for by the manager and staff who understand their individual health, dietary and care needs. Children are encouraged to make healthy choices about what they eat and drink during well-managed breakfast and afternoon snack times. They are sensitively helped to be increasingly independent in managing their own toileting and hand washing needs. Children enjoy being outside and being active. The manager and staff recognise that some children may be tired after school and have created a cosy area for looking at books, engaging in quieter activities and for having a rest.

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

The manager and staff work well together to ensure sessions run smoothly, children are effectively supported and that staff organise varied and rewarding activities, which meet children's needs. The owner effectively works with the manager and staff to reflect on their practice, accurately evaluating the quality of the out of school club's provision to make well-targeted improvements. This has included forging strong links with the school, resulting in good information sharing and consistent approaches to promoting children's care, learning and development. Parents and carers' views are also welcomed and acted on. For example, staff now provide a daily record of children's activities and the snacks they have following a request for this information. Effective staff performance and development procedures ensure the manager and staff are confident about their roles. They are fully focused on promoting children's learning in a play-based environment and fostering their good health, safety and welfare. Staff have opportunities to complete required training, such as safeguarding and paediatric first aid courses, and to meet with early years colleagues from other settings to discuss examples of good practice.

Children are fully safeguarded. The manager, who has lead responsibility for safeguarding, and her colleagues understand the possible signs of abuse or neglect. They follow the out of school club's robust safeguarding procedures in order to minimise the risks of harm to children and are alert to and appropriately respond to any concerns about their welfare. The manager and staff obtain all required information about children and their families. This includes ensuring they know who can collect children. The owner's effective safer recruitment procedures further protect children so that they are looked after by staff who are suitable and have relevant experience.

Effective partnerships with parents, carers and the school make an important contribution to successfully meeting the needs of all children. Parents and carers are reassured because they feel well informed about their children's activities and experiences at the out of school club, and know that their children are happy, safe and well cared for. They, and staff at the school, report that the manager and staff's good relationships and information sharing with them contribute to children feeling confident, motivated and secure throughout the day.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY356651
Local authority	Worcestershire
Inspection number	863463
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	53
Name of provider	Funzone Ltd
Date of previous inspection	09/05/2011
Telephone number	07952 349682

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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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