

# The Care & Fun Club

William Amory Primary School, Stallington Road, Blythe Bridge, Stoke-On-Trent, ST11 9PN

<b>Inspection date</b>	19/12/2014
Previous inspection date	18/02/2011

<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		1
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

- Teaching is good. Staff support children's learning well through a combination of planned activities and providing a stimulating learning environment, where children are able to explore and make choices in their play. As a result, children make good progress.
- Staff have a good understanding of safeguarding procedures and how to protect children from harm. This is underpinned by robust policies and procedures. Consequently, children's safety and well-being is well promoted.
- Leadership and management is good. Managers effectively evaluate the provision, taking account of the views of parents, children and staff. This informs decision making, in order to continually improve the service for children and families.
- Parents and carers express high levels of satisfaction with the staff and the quality of care that their children receive. They contribute information about their child's care routines and receive daily feedback about the activities their child has participated in.

### It is not yet outstanding because

- Opportunities for children to extend their mathematical development are not yet fully maximised outdoors.
- Opportunities to strengthen and increase the information provided to parents to help them better support their child's learning at home, are not fully 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 and interactions between staff and children in the indoor and outdoor learning environments.
- The inspector conducted a joint observation of an adult-led activity with the manager and spoke with staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the manager of the setting, the chair of the committee and the special educational needs coordinator.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Sharon Lea

## Full report

### Information about the setting

The Care & Fun Club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within William Amory Primary School in the Blythe Bridge area of Staffordshire, and is managed by a voluntary management committee. The setting serves the local and surrounding areas and is accessible to all children. It operates from two play rooms and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including three who have early years degrees at level 6 and one with Early Years Teacher Status. The setting opens Monday to Friday all year round. Sessions are from 7.15am until 6pm. Before and after school care is available during term time and a holiday club is also available during school holidays. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and 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 opportunities in the outdoor environment to support children's number skills, for example, through creating numbered parking bays for correspondingly numbered wheeled toys, and providing interactive number lines
- strengthen the existing good partnerships with parents through involving them further in how to support their child's learning at home, for example, through developing additional opportunities to share details of their child's next steps in learning and development.

## Inspection judgements

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

Management and staff demonstrate a good understanding of the Early Years Foundation Stage and the prime and specific areas of learning. Children are regularly observed and their progress is assessed by their key person. This enables planning to be focussed on the individual learning needs and interests of each child. Teaching is supported through a variety of adult-led and child-initiated activities that effectively encourage children's learning and progress. Staff have a good understanding of when it is appropriate to intervene in children's play or to let them develop their play and learning independently. For example, during play with dry sand, children decide that they would like to use the

sand moulds. Staff observe this and identify with the children that the sand needs to be wet in order to do this. The children then experience mixing together the dry sand and water until it is the right consistency to mould. This supports their understanding of the different properties of materials and how these change when water is added. Planned activities are evaluated to identify if they have met the learning objectives for individual children. This enables staff to repeat activities or to support this area of learning in other ways, ensuring that children are well supported to achieve their goals. Staff are also able to use these opportunities to identify where children may need additional support, or to implement programmes in partnership with other professionals.

Good communication each day ensures parents are aware of their child's day, and their current interests. Staff work alongside parents to complete their child's progress check between the ages of two and three years and the written summary is given to parents to share with other professionals, such as health visitors. Parents can view their child's development records at any time and staff meet with them annually to share progress. Parents are encouraged to share any learning at home, or developing interests, through adding observations on sun rays to the sunshine on the parent notice board. These observations are then included within children's written records and staff use these to support opportunities to develop this learning further in the setting. However, there is scope to extend the existing good partnerships with parents further still, through staff developing the information sharing about children's individual next steps in their learning and development. This is in order to ensure that opportunities for children to make even greater progress are fully maximised. Opportunities for early writing are available indoors and outdoors, supporting children's developing literacy skills well. Staff provide varied activities, such as, shallow sand trays, toy animals and small tools, to develop children's interest in early mark making. Children are supported very well in routines and activities that encourage their developing skills in readiness for school, such as regular letters and sounds activities, and opportunities to practise name recognition and writing. Opportunities to develop mathematical skills are provided by staff, using resources, such as unit blocks, to match to pictures. This supports children to count and to estimate quantity, as they calculate how many blocks they need to complete their picture. However, opportunities for children to extend their mathematical development relating to numbers are not yet fully maximised when children play outdoors.

Resources throughout the setting are well-organised and stored at low-level enabling children to develop their independence and make choices with regard to their play. Staff extend children's communication and language skills through speaking clearly at all times and by asking questions that encourage their language skills. Daily singing and story sessions are favourite activities and children sing heartily and join in with actions enthusiastically. They thoroughly enjoy acting out stories and playing different characters, such as a popular story regarding three bears. This helps to develop a love of literacy and promotes confidence and self-esteem as they perform for an audience. Children who speak English as an additional language are supported well through staff obtaining key words or phrases from parents in their home language. Resources, such as, posters, books, dolls and small world figures, reflect positive images of the wider world and a diverse community. Staff also provide regular opportunities to celebrate festivals from a wide range of cultures. This allows children to take pride in their own cultural backgrounds and to develop a greater understanding of the cultural diversity of children within the

setting. Children have opportunities to develop their skills when using technology through regular access to a computer and a range of electronic toys and resources. Children thoroughly enjoy looking at a wide range of books, sharing them with staff and their friends or spending time quietly looking at them alone. Staff talk to them about what they can see which supports their early literacy skills appropriately and encourages their understanding that print carries meaning.

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

Children are very emotionally secure in this happy and welcoming setting. This is because staff take the time to get to know their unique needs, through meeting with parents and gaining information about their child's routines and existing skills. During the settling in process, which is gradual to accommodate each child's emotional needs, children develop excellent relationships with their key person. This provides them with a secure emotional base from which to develop their social skills and confidence with other staff and children. Parents speak highly of their happiness with what they describe as the outstanding level of care which their children receive from the staff, and they say how their children have come on in leaps and bounds since attending. When the time comes for children to move on to school, this is also excellently supported by the staff. Teachers from both the host school and other schools which children transfer to, are welcomed into the setting to visit the children. This enables the staff to share information about each child's skills and interests, to support continuity of learning. Staff and children spend time in the reception class or library of the host school, to carry out activities, such as phonics. In addition, children eat their lunch in the school hall during the last term before leaving the setting, to familiarise themselves with this aspect of the school routine. As the setting is within a school environment, this prepares children extremely well for being part of a larger group of children and a school community.

Children develop excellent independence and self-help skills. They take care and pride in their environment as they look after the toys and resources. When it is time to tidy away the toys, children happily help to do this, including using dustpans and brushes to sweep up the sand from the floor. At snack time, the children serve themselves and pour their own drinks, supporting their independence and physical skills. At lunch times, children have a hot meal provided by the school kitchen and children eat this from the trays which they will use when they move in to school. Therefore, this is a familiar experience when they move on to school. All children use the bathroom and wash their hands independently, supported by staff if needed. Snack and meal times are sociable occasions. Staff join in children's conversations and encourage children to talk socially about their interests, developing their confidence in social situations.

Staff create a very inspiring and enabling learning environment both indoors and outdoors. Excellent quality toys and equipment are in good order and easy to find. The learning environment enables children of all ages to independently select resources of their choice, supporting them to extend their play and their developing imagination. Positive behaviour is highly evident and children happily play together in this calm and caring environment. This is because the staff promote consistent behaviour expectations during group activities, such as listening to whoever is holding the bear. Because children are stimulated

and actively engaged in play, they behave well with one another. For example, older children support younger children to balance on the beams outdoors and children work together to re-build the railway bridge indoors. This reflects the caring environment which the staff create. Staff are exceptional role models in being kind and respectful to one another and children are observed to use excellent manners. These personal skills in managing their emotions and developing positive relationships support children extremely well towards the next stage of their learning, such as school. Children have wonderful opportunities for daily fresh air and exercise, developing physical skills and confidence as they enthusiastically play in the well-equipped outdoor area in all weathers. In addition, children have weekly sports and music and movement sessions, provided by external teachers, further promoting their physical skills and well-being. Children also have opportunities to explore the different areas of the school grounds and use the school field for running in a large open space. Staff support children to understand about how to keep themselves safe during the journey to and from the toy library which they regularly visit. In addition, they are reminded that some outdoor surfaces may be slippery when wet, encouraging them to take care.

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

Management and staff demonstrate a secure understanding of their role and responsibility with regard to safeguarding children in their care from abuse and neglect. They are knowledgeable of the required action to take following any concerns about a child, or allegations made against a member of staff. Staff update their knowledge of child protection procedures through regular training and discussing safeguarding during staff meetings and individual supervision sessions. Clearly written policies and procedures reflect the care provided and are shared with parents. Staff are vigilant at all times with regard to safety and hygiene, assessing all areas accessed by the children each day, to ensure they are clean, safe and suitable. Security within the setting is very good and access to the setting is only via a member of staff. Children are not able to leave the setting with any unknown adults and records of all visitors are maintained. Requirements with regard to staff qualifications and staff-to-child ratios are maintained at all times throughout the day. The majority of staff are trained in first aid, ensuring that treatment for minor injuries or accidents is accessible to all children at all times. Therefore, as a result of the measures in place, effective steps are taken to minimise risks, keeping children safe and secure.

Robust recruitment, selection and induction processes ensure all staff working with children are suitably vetted, qualified and understand their role and responsibility within the setting. Staff's knowledge of good practice is enhanced through their ongoing professional development. Training is accessed through the local authority or external training providers and cascaded to the whole of the staff team once completed. The staff team is very well qualified and their skills are well utilised in the setting. For example, the Early Years Teacher takes responsibility for developing children's early literacy skills. Staff benefit from regular supervision sessions that provide individual support, and identify particular training needs or interests. The manager effectively monitors the quality of practice within the setting as she is based in the main room throughout the day. This

enables her to observe staff practice and interactions with children, and review the observations and assessments of their key children. She monitors the progress of all of the children attending, enabling her to identify individuals, or groups of children who may need additional support. This means that any shortfalls within the provision are addressed swiftly.

Systems for self-evaluation are in place, enabling management and staff to identify particular strengths within the setting and areas for development. Staff actively seek the views of parents about the service they receive and have developed many ways of including them further in the setting, for example, through inviting them in to annual events, such as graduations and nativity plays. Staff also reflect on their own practice and the quality of care provided, for example, sharing their ideas and comments during team meetings. Parents spoken to during the inspection speak very positively of the care that they and their children receive. They are delighted that their children enjoy coming to the setting and can clearly identify the progress their children have made, commenting that staff are very friendly and provide the children with a wide range of different activities. The setting is part of the wider community as staff also run the local toy library, where parents and children can attend stay and play sessions. Partnerships between staff and the host and local schools are well established and contribute securely to meeting children's needs. Teachers are invited to meet those children who will shortly be transferring to school, enabling information to be shared about individual children's personalities and needs. Staff also work well with other professionals, such as speech and language therapists, who may be involved with children with special educational needs and/or disabilities.

### **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>	EY356027
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	863428
<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>	24
<b>Number of children on roll</b>	54
<b>Name of provider</b>	The Care & Fun Club
<b>Date of previous inspection</b>	18/02/2011
<b>Telephone number</b>	07933 104 634

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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.

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.

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