

# Fellside Fun Club

Fellside Community Primary School, Fellside Road, Whickham, NEWCASTLE UPON TYNE, NE16 5AY



<b>Inspection date</b>	20 April 2015
Previous inspection date	3 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff know the children extremely well and support their individual needs effectively. Accurate assessments enable staff to plan activities which complement children's learning in school and promote further progress.
- Children are happy and confident. This is because they have excellent relationships with all staff, as well as other children.
- Partnerships with the school are excellent. Staff work together extremely well to meet children's learning and care needs.
- Children settle very quickly into the setting. This is because there are well thought out settling-in procedures in place to ensure children settle quickly.
- Children behave extremely well. Staff offer gentle reminders about behavioural expectations.
- Partnerships with parents are good. Parents and staff work together to ensure all children thrive and enjoy stimulating learning experiences in the setting and at home.

### It is not yet outstanding because:

- Some children lack confidence when they approach new challenges because they are not always given the time to try things out for themselves.
- Opportunities for younger children to be independent in the setting are not always maximised.

## What the setting needs to do to improve further

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

- increase opportunities within the daily routine for younger children to develop their independence by consistently encouraging children to try to get things for themselves
- help children to approach challenges in their learning with greater confidence by giving them the time and space to try things out for themselves.

### Inspection activities

- The inspector viewed all parts of the setting accessed by children, including the outdoor environment.
- The inspector checked evidence of suitability and qualifications of staff working with children, and looked at and discussed self-evaluation with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector carried out a meeting with the manager of the setting.
- The inspector carried out a joint observation with the manager of the setting.
- The inspector took into account the views of parents and carers spoken to during the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.

### Inspector

Elizabeth Fish

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children benefit from a range of interesting and stimulating activities which promote their learning and development. Children are able to plan what they want to do and are highly motivated as a result of this. For example, children are very keen to play outdoors and talk confidently about playing in the wooden house in the school yard. Staff generally demonstrate a good understanding of how to support children's play. They play games, such as hide and seek, with the children. However, occasionally staff intervene too early in children's play, for example, they lift children onto the ladders as they attempt to climb into the wooden tree house. Consequently, some children lack confidence when approaching new challenges and rely on the support of others. Staff place a high priority on the development of communication. Children talk confidently about what they have been doing over the holidays. They listen to each other and take account of other people's ideas during their play. This supports their future learning.

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

Staff are very caring and are committed to ensuring that children enjoy their time in the setting. Staff are sensitive to all children's needs and quickly offer more support to children who lack confidence to join in the games of others. A high priority is given to developing children's social skills. Children are caring and polite and are very kind and helpful. They play alongside each other and negotiate turn taking effectively. They decide quickly who will be the seeker in a game of hide and seek. Staff generally encourage independence throughout the routine. However, younger children's independence is not consistently promoted. This is because older children and staff like to do things for the younger children; for example, they pour drinks or get resources for them. Children enjoy plenty of fresh air as they play in the school yard. They enjoy climbing and balancing, as well as playing football. Staff seize opportunities to help children understand how they can keep themselves safe and children talk confidently about potential hazards in the yard.

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

The manager has a good understanding of the Early Years Foundation Stage and implements the requirements well. She uses her qualifications well to provide children with a range of challenging and stimulating activities. The manager and her staff have a robust understanding of safeguarding procedures. This enables them to act promptly and effectively, should they have a concern about the welfare of a child. Risks are minimised and robust recruitment and induction procedures help to safeguard children further. The manager has a good overview of the strengths of the setting. Areas for further development are identified through consultation with staff and parents, and are used well to set targets and drive improvement. The manager is committed to her own professional development and that of her staff. She actively supports other members of staff to further their own qualifications. This, as well as good supervision procedures, enables staff to develop their already good practice.

## Setting details

<b>Unique reference number</b>	EY387565
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	859051
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Rachel Wilson
<b>Date of previous inspection</b>	3 June 2009
<b>Telephone number</b>	07541227842

Fellside Fun Club was registered in 2009. The setting employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The setting operates Monday to Friday, term time only. Sessions are from 7.50am until 9am and 3.15pm until 5.50pm.

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