

# Leighton Funzone

Leighton Academy, Minshull New Road, CREWE, CW1 3PP



## Inspection date

23 April 2015

Previous inspection date

21 January 2010

| <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

- Children arriving at the club settle quickly into a wide range of activities that interest and engage them. Parents report that children thoroughly enjoy coming to the club.
- Practitioners attend training that leads to measurable improvement of the club's strategies for promoting positive behaviour. Children understand the behaviour that is expected of them and they develop self-control.
- Practitioners consult children when they plan activities, or change routines. For example, the children provide lots of good ideas when the snack menu is reviewed.
- Children's physical well-being is fully promoted. Children enjoy running laps of the playground. Their counting and addition skills are promoted as they count and compare the number of laps they have run.
- Managers and practitioners understand how to keep children safe. They are always alert to the signs that may indicate that a child is at risk of abuse or neglect.
- All children are encouraged and supported to join in together with games and activities. This promotes equal opportunities for all.
- The key-person system is effective. Children form good relationships with practitioners and confidently approach them for help or to engage in conversation. This promotes children's emotional well-being.

### It is not yet outstanding because:

- Some of the adult-led activities do not provide children with enough scope to have their own ideas and to choose how to do things.
- On occasion, the systems for sharing information between the club, the school and home are not always effective.

## What the setting needs to do to improve further

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

- help children to make more choices and follow their own ideas, so that they can explore and extend their thinking
- extend the systems for sharing information so that children, who transfer between several carers, feel supported by adults who know as much as possible about the main events of their day.

### Inspection activities

- The inspector toured the out-of-school club.
- The inspector observed activities in the playroom and outdoors.
- The inspector met with the provider.
- The inspector looked at a range of documents.
- The inspector checked evidence of the suitability and the qualifications of all practitioners working with children.
- The inspector took account of the views of parents and carers, including those spoken to on the day.

### Inspector

Susan King

## Inspection findings

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

Teaching is good and children engage with well-prepared activities that promote their good progress. Practitioners interact purposefully with children throughout the breakfast club session. They respond readily to children's requests for toys and activities. For example, when children ask for the programmable car from the cupboard, the practitioner helps them to find it. She supports them to enter a simple program and to watch the car follow the route. This promotes their understanding of technology. Information about children's learning is effectively shared between the school and the club. Practitioners at the club know the most significant next steps for children's learning identified in school, and incorporate them into activities. For example, children who are learning to link written numerals to quantities of items, are encouraged to count their pieces of toast when they eat breakfast. Practitioners understand how children learn and children often demonstrate high levels of motivation in their play. However, some activities that children complete are adult-led tasks. This means children do not always have enough opportunities to make choices and explore their own ideas.

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

Resources are of good quality and meet the needs and interests of all of the children who attend. They are well organised and accessible. Rules and routines are established to keep children safe. For example, children learn how to safely evacuate the building in case of an emergency. Children learn to be independent when they choose and serve their own breakfast. Older children help younger ones and this promotes good relationships in the club. Information to safeguard children is effectively shared between the club, home and school. For example, when children bump their head, everyone is alerted to watch for symptoms of injury later in the day. However, there is scope to find even more ways to share information between carers so that all events are shared about each child's day.

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

The small team is friendly and hard working. The manager establishes effective systems that promote children's welfare. For example, she logs the main details of children's accidents and injuries. She uses the log to check for patterns that indicate that an activity or a piece of equipment puts children at too great a risk of injury. The manager consults parents, children and practitioners when she evaluates the provision. She identifies targets for improvement and implements suitable action plans. The manager's supportive approach to staff supervision ensures that each practitioner works towards their own performance targets. Their individual improvement is measured and their success is celebrated. The well-qualified practitioners seek out training opportunities and improve their practice. For example, they all complete the same online training module, then work together to implement what they have learned. This contributes to children making good progress.

## Setting details

|                                    |  |
|------------------------------------|--|
| <b>Unique reference number</b>     | EY264117                                   |
| <b>Local authority</b>             | Cheshire East                              |
| <b>Inspection number</b>           | 860603                                     |
| <b>Type of provision</b>           | Out of school provision                    |
| <b>Registration category</b>       | Childcare - Non-Domestic                   |
| <b>Age range of children</b>       | 0 - 17                                     |
| <b>Total number of places</b>      | 52   |
| <b>Number of children on roll</b>  | 61   |
| <b>Name of provider</b>            | Emma Procter and Cheryl Oliver Partnership |
| <b>Date of previous inspection</b> | 21 January 2010                            |
| <b>Telephone number</b>            | 01270 214402                               |

Leighton Funzone was registered in 2003 and is privately owned. The club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, from 7.30am until 9am, and 3.15pm until 6pm, during term time. During school holidays it is open from 7.30am until 6pm. The club supports a number of children who speak English as an additional language, and children with special educational needs and/or disabilities.

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