

## Inspection date

12 June 2015

Previous inspection date

7 December 2011

<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 organise a varied range of activities, which encourage children to lead their own play experiences. This results in children developing skills, which enhance their learning in school.
- Young children are building on their already good communication and language skills. They are articulate and confident during their play and in interactions with older children and staff.
- Staff have effective partnerships with parents and school, which ensures children's care and learning needs are met.
- Systems for staff recruitment, supervision and training have been improved since the last inspection. This has a good impact on the experiences offered to children.
- The manager and staff understand how to promote children's well-being. They provide children with a choice of healthy snacks and daily opportunities for exercise, using the outdoor environment effectively. They also understand how to positively manage children's behaviour.
- The manager and staff promote children's safety and welfare. They have knowledge of child protection procedures and understand their responsibility to protect the welfare of the children in their care.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities during routine times to develop children's growing independence.
- The manager does not take account of the views of parents and children when deciding what could be improved at the setting.

## What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's skills and independence, as part of the daily routine
- improve the system for evaluating practice by reviewing and acting upon the suggestions and ideas of parents and children.

## Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, both inside and outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager of the provision.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, recruitment documentation, evidence of the suitability of staff working in the provision and a range of other documentation.

## Inspector

Patricia Pickens

## Inspection findings

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

Staff provide a good range of activities that complement children's learning in school. Children initiate their own play with access to a wide range of toys and resources that help them develop creativity and independence. They are excited to play in the outdoor environment, using a large parachute to encourage team work and cooperation as they raise it high and run underneath. Staff make good use of opportunities to talk to children and discuss the different skills they need to play swing ball tennis. They encourage children to set up their own equipment, to take turns and ask for help when needed. Staff introduce mathematical concepts within children's play. For example, staff ask children to use their problem-solving skills to compare more or less, and longer and shorter, when rolling play dough. Colours, shape and size are also discussed to encourage children to think creatively. As a result, children build on their learning from school.

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

Staff are warm and welcoming and children have positive relationships with them. Children of different ages also work well together. This helps them to develop their social skills and confidence. For example, younger children interact well as older children help them in their tasks, such as organising the quiet area for reading or when using technology. Consequently, children develop positive attitudes to others, which enhances their learning at school. Staff encourage children to organise their own resources and care for their environment by working collectively to tidy away activities. However, staff do not fully promote children's independence, as there are limited opportunities to build on their self-help skills during daily routines, such as at snack time. Children have opportunities to be active and engage in sport and physical play in the outdoor environment. Staff meet children's individual dietary needs by providing healthy snacks.

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

The manager and staff have a secure knowledge of how to keep children safe. Regular reviews of the safeguarding procedure, the systems for vetting and recruitment of staff and analysis of risks in the environment, keep children safe and secure. The manager is committed to promoting good quality provision for children and their parents. Systems to evaluate what is working and what needs to improve are developing well. The manager regularly seeks the views of children and parents but does not always use these to full effect in her planning. A new and innovative system is used by the school, parents and staff at the club, to ensure the manager and staff keep a close check on how well children are developing. There are effective systems in place for monitoring staff's performance and ensuring training is updated. As a result, children are offered good quality care and learning opportunities throughout their time at the club. Robust partnerships with parents and school help to maintain continuity for children, providing seamless provision throughout the day.

## Setting details

<b>Unique reference number</b>	EY338329
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	1014446
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Emma Procter and Cheryl Oliver Partnership
<b>Date of previous inspection</b>	7 December 2011
<b>Telephone number</b>	01270 626 125

Funzone was registered in 2006. The out-of-school club operates from three rooms within Highfield Primary School, Nantwich, Cheshire. The out-of-school club employs four members of staff, all of whom hold childcare qualifications at level 3. The out-of-school club opens from Monday to Friday, term time. Sessions are from 7.30am until 9am and 3.30pm until 6pm. During school holidays, the out-of-school club opens from 7.30am until 6pm.

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