

# Funzone Out of School Club



Hartford County Infant & Junior School, Mayfield Road, Huntingdon, Cambridgeshire, PE29 1UL

## Inspection date

16 June 2015

Previous inspection date

2 December 2008

<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 have a good understanding of how to support children's learning and development. They offer a wide range of activities and fun experiences and include children in the planning for their club.
- Relationships with parents are strong because staff share relevant information with them about their children. They take into account parents' and children's views, to make changes and improve experiences for children. This supports self-evaluation.
- Children's behaviour is very good. Staff praise children's efforts and ensure they know what is happening next and what is expected of them. Children listen to staff and each other as they play together. As a result, children are confident, and develop good social skills.
- Children have a good awareness about the importance of leading a healthy lifestyle. This is because they enjoy a variety of nutritious snacks and have opportunities every day for physical exercise.
- Partnerships with schools are well established. Information shared ensure activities and experiences meet children's needs. Consequently, children form secure friendships, develop their social skills and build their confidence.

### It is not yet outstanding because:

- On occasions, children are not given consistent opportunities to develop their self-help skills during daily routines, such as mealtimes to fully promote their independence.
- Staff do not always make the most of opportunities to fully extend children's learning and help them think on a higher level, to further increase their problem-solving skills.

## What the setting needs to do to improve further

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

- make better use of the activities and questioning techniques to extend children's learning and help them think on a higher level, so that children's critical thinking is enhanced even further
- extend opportunities to further develop children's self-help skills through daily routines, in order to fully promote children's independence.

### Inspection activities

- The inspector viewed all parts of the out-of-school club accessed by children, including the outdoor environment.
- The inspector spoke to the children, staff and parents and held discussions with the manager where self-evaluation was looked at and discussed.
- The inspector observed activities indoors and outside, including teatime.
- The inspector completed a joint observation with the manager.
- The inspector looked at a range of documents, including evidence of the suitability and qualifications of staff, training, policies, procedures and risk assessments.

### Inspector

Ann Hornsby

## Inspection findings

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

Children arrive at the club with enthusiasm and a positive attitude. Staff engage well with children, to support their ideas to complement their learning in school. For example, children develop and ignite their creativity, as they act out prior learning about the world. They remember the differences in present school practices compared to school during Victorian times. This encourages children to think and recall past historical events. Staff promote communication and language skills, by talking to the children, holding purposeful conversations and asking questions. However, on occasions, staff do not always provide extra challenges, that encourage children to explore further possibilities and think more critically. Children have opportunities to relax and look at books to enhance their learning and develop a love of reading. They play board games, such as draughts with their peers, taking turns as they play. Children enjoy creating dens and small-world play resources. This helps build imagination and creative thinking.

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

Staff create a welcoming environment where all children are happy, confident and settled with caring staff. Children take care of their own belongings by hanging their bags on their peg. The organisation of resources provides children to make choices, lead their own play and develop independence skills. Staff encourage children to develop their self-care skills. For example, children wash their hands before eating and after toileting. Staff provide children with healthy snacks. Mealtimes are social occasions where staff sit and chat to children about their day. Children pour their own drinks and help themselves to a piece of fruit. However, there is room to extend children's independence further, for example, through opportunities to serve their own meals. Children experience outdoor play activities to be physically active. They enjoy ball games in the school field and learn about safe practices as staff involve them in completing risk assessments. For example, children confidently talk about wearing high-visibility jackets to be clearly seen, and to stop them getting muddled up with other children.

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

Children are protected from harm because the manager and staff have a good understanding of how to keep children safe. They follow clear policies and procedures to safeguard children and promote their welfare. For example, they attend relevant safeguarding training, understand the procedures to follow if they have concerns about a child and carry out daily risk assessments. The manager regularly monitors staff performance while working alongside them. The impact of the well-qualified team and the regular staff meetings ensures that children are supported well through effective activities, and make good progress in their learning. This is because staff interactions continues to be good as the focus is on play and enhancing children's achievements. The provision is reviewed regularly. This ensures activities reflect children's interests and complements their learning in school.

## Setting details

<b>Unique reference number</b>	EY311866
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	856706
<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>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Rasila Panchal
<b>Date of previous inspection</b>	2 December 2008
<b>Telephone number</b>	01480 390437

Funzone Out of School Club registered in 2005. The club is situated in Hartford, Huntingdon. The club employs seven members of childcare staff. Out of these, six hold appropriate childcare qualifications. The after school club opens from Monday to Friday, during term time. Sessions are from 8.15am until 8.45am for the breakfast club, 3.15pm until 5.45pm for the after school club and 8am until 6pm for the holiday scheme.

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