

## Inspection date

23 June 2015

Previous inspection date

15 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has not updated her safeguarding policy and procedure to cover the use of mobile phones and cameras in the club, in order to fully protect children. This is also a breach of the Childcare Register.
- Managers and staff have not fully considered the daily routines on children's arrival in to the club, and occasionally children become restless during this time, as they are not able to quickly get involved in their chosen activities.
- Managers and staff do not always provide children with opportunities to be independent and to develop their self-help skills to the highest level.

### It has the following strengths

- Children enjoy their time and have fun at the club. Since the last inspection, all recommendations have been met. For example, children regularly use and access a wide range of technology resources.
- Managers and staff are good role models for children and provide clear guidance about what is acceptable behaviour. As a result, children behave appropriately for their age.
- Parents speak highly of the club and all staff. They feel their children enjoy attending and staff keep them well informed of events and activities.
- Managers and staff use self-evaluation well to evaluate the provision and identify areas for improvement.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the safeguarding policy covers procedures for the use of cameras and mobile phones in the setting in line with the Local Safeguarding Children Board.

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

- develop further the organisation of group times on arrival, so that children are not sitting for too long and can engage more quickly in activities
- extend opportunities for children to develop their independence at snack times, for example, by enabling them to help prepare and serve their own food.

### To meet the requirements of the Childcare Register the provider must:

- implement a written record of policies and procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- implement a written record of policies and procedures to be followed for the protection of children intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

## Inspection activities

- The inspector observed activities in the playroom and the outside play area.
- The inspector spoke to the provider, manager, staff and children at appropriate times.
- The inspector checked evidence of the suitability and qualifications of the staff working with the children, planning documentation, policies and procedures and the provider's self-evaluation form.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

**Inspector**  
Julie Swann

## Inspection findings

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

Managers and staff gather information about children's needs from teachers and use this to complement their experiences at the club. Therefore, children develop a positive attitude to future learning. All children engage in activities and are so engrossed in playing they are reluctant to leave the club. For example, children enjoyed drawing and building dinosaurs and used creative stamps to make cards. Children enjoy learning new words, such as extinct and prehistoric as they engage in role play. This means managers and staff have meaningful conversations with children as well as promoting children's language skills. Children work well together. For example, they made tents, chairs and tables using construction materials. This supports their problem-solving skills and investigatory play. However, when children arrive into the club they immediately come together for group time. This means that at this time, some children become restless and are not able to get involved in activities to keep them further engaged and motivated.

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

Children's well-being is not effectively promoted because the provider has not updated her policy concerning the safe use of mobile phones and cameras in the club. This compromises children's welfare. However, the effect on children has not been significant. Children are happy and settled. They show good levels of self-esteem and have made firm relationships with staff and each other. Managers and staff promote children's health appropriately encouraging them to adopt healthy routines. For example, children independently washed their hands before snack. Furthermore, managers and staff teach children about exercise as they explore the outdoor area regularly. As a result, children develop their physical skills. However, managers and staff miss opportunities to teach children to take responsibility for small tasks, for example, by preparing their own snacks and serving themselves.

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

Despite the weakness in safeguarding procedures, all managers and staff undergo checks to ensure they are suitable to work with children. They attend safeguarding training, have a clear understanding of the different types of abuse, the signs and symptoms of abuse and neglect, and know whom to contact if they have a safeguarding concern. The manager supports staff through supervisions, clear induction, and appraisals. This helps to monitor their quality of teaching. All staff receive support and encouragement to develop their professional knowledge. Staff share their learning from training courses with colleagues to improve practice further. This has a positive impact on children's ongoing care and learning.

## Setting details

<b>Unique reference number</b>	EY376282
<b>Local authority</b>	Swindon
<b>Inspection number</b>	829465
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Funrise Ltd
<b>Date of previous inspection</b>	15 March 2012
<b>Telephone number</b>	07976 643243

Funrise registered in 2005. It operates from within St Francis Church of England Primary School, Swindon in Wiltshire. The club is open each weekday from 7.30am to 9am and from 3.15pm to 6pm, during term time. The club is also open from 8am until 6pm during the school holidays. All children come from the host school. There are five members of staff, all of whom hold early years qualifications at level 3 or above. The manager holds Early Years Professional Status.

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