

Fun 4 Kidz - Ainsdale

Ainsdale C of E Primary School, Sandbrook Road, Southport, Merseyside, PR8 3JE



Inspection date

19 June 2015

Previous inspection date

7 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The nominated person for the organisation has a very good understanding of the requirements of the Early Years Foundation Stage. She has ensured that the policies and procedures put into place, are effectively implemented by the staff team. As a result, children are well supervised and cared for. They are kept safe in pleasant surroundings.
- The manager is very committed to supporting children both in and out of the club. She responds creatively to external events that have an impact on the children. For example, she has created a library for children to use in response to the closure of the nearby public library.
- Parents are very appreciative of the supportive way staff engage with them. They speak highly of the way staff support their children's current interests and help them master or refine skills. For instance, as children learn to use a skipping rope.
- Staff have a pleasant manner and provide children with good examples of how to interact and behave with each other. Consequently, children feel safe and their well-being is promoted. They behave and play well with each other.
- Children enjoy daily access to a wide range of interesting toys and activities that promote their learning across the seven areas. Staff add enhancements to provide variety, interest and fun. For example, they help children explore what happens when jelly is drawn into giant syringes.

It is not yet outstanding because:

- During snack times, staff do not always help children to be independent and encourage them to manage their own personal needs, such as serving themselves.
- Staff have not considered applying a flexible approach to the timetable when delays in accessing the main hall occur. As a result, children have to wait for equipment to be set out and some of them do not get the chance to play outdoors.

What the setting needs to do to improve further

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

- enhance the ways children are supported to be more independent and encourage them to further attend to their own needs, for example, by allowing them to serve themselves at snack times
- devise ways to ensure that interruptions to how and where the club operate are minimised, so that children enjoy even more quality play experiences indoor and outside during each session.

Inspection activities

- Prior to the inspection, the inspector viewed the club's self-evaluation document and the club's last report.
- The inspector observed activities in the school hall and the outdoor play area, and viewed the equipment being used on the day of the inspection. He also viewed the Rainbow room, which is used on some occasions.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also held meetings with the nominated person and the manager.
- The inspector held a number of informal discussions with the manager, during which he explored her understanding of the requirements of the Early Years Foundation Stage.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, relevant safety documentation and evidence of the qualifications and suitability of staff working in the club.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

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

Staff have relevant qualifications and are experienced practitioners. As a result, they provide a stimulating and fun place for children to continue their learning. Staff's interactions and the activities they provide, help promote children's skills for learning well. For instance, children use pencils and other creative media to make pictures and develop their writing skills. Children demonstrate their confidence to be creative and exploratory learners. They connect a range of tubes together and delight in the praise of their achievements. For instance, they first explore building horizontally and then vertically. Staff encourage impromptu counting and children use mathematical language as they describe their model as 'long' and 'tall'. These activities promote children's cooperative play, physical dexterity and thinking skills. Children have access to books and show interest in games that encourage them to use their memory skills. Staff ensure they keep up to date with children's current interests and achievements as they talk and share information with parents and school staff on a regular basis. There are suitable systems in place to engage with other services, if any additional support is needed.

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

Staff are aware of children's unique needs and weekly routines. They plan the menus around children's preferences and other factors. For example, a carbohydrate rich snack is served on the evening that some of the children go to physical activity clubs, such as football practice. The snacks served provide children with healthy options and include fruit. Children enjoy the social aspect of snack times. However, during these activities, there is a tendency by the staff to serve the children. As a result, children are not encouraged to further develop their skills for managing their own personal needs. Nevertheless, children are confident and eager to be active. They enjoy taking well-managed risks on the climbing and balancing equipment. Children gain a first-hand insight about other cultures and experiences, as the manager talks to them about a family member who lives in Egypt.

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

All staff have been suitably vetted and a robust induction and ongoing staff support programme means that they receive regular training opportunities to build on their skills. Staff are fully familiar with essential procedures, such as the steps to take should they have a child protection concern about a child. Overall, they are well organised and work harmoniously with each other. However, while staff follow routines well, they do not always respond flexibly to unexpected events, such as school activities in the hall. This prevents them from being able to set activities out before the children arrive. This results in staff running late with routines. It means that the chance for outdoor play is not possible for some children as they are collected before this occurs. Nevertheless, regular self-evaluation is undertaken and the views of children and parents are sought to help plan for future improvement.

Setting details

Unique reference number	EY292762
Local authority	Sefton
Inspection number	861456
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 12
Total number of places	32
Number of children on roll	29
Name of provider	Fun 4 Kidz
Date of previous inspection	7 March 2012
Telephone number	0151 932 9218

Fun 4 Kidz - Ainsdale was registered in 2005. The club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time. Sessions are from 3.20pm to 6pm. The club provides care for children attending the host school.

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