

# Fun 4 Kidz - Churchtown

Churchtown Primary School, St Cuthberts Road, Southport, PR9 7NN



<b>Inspection date</b>	14 December 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Long-term planning is detailed and comprehensive. Feedback from parents and staff is used very effectively to identify ways to help the club improve further.
- Children enjoy interesting activities and use a wide range of toys as they play together. Staff help them to build their knowledge and practise skills that span all seven areas of learning.
- Staff's warm welcome and friendly manner helps children to feel safe and secure. Children are animated and eager to talk about their day and what they wish to play with, when they first arrive.
- Children enjoy plenty of opportunities to be active indoors and outside. Staff enhance children's physical activity by leading games that are energetic and fun. These also promote sharing and taking turns.
- Children's understanding of different cultures is supported well through various activities, such as 'Around the world'. Children make a passport and with staff's help research a chosen country. For example, they learn about Australia and Aboriginal art.

### It is not yet outstanding because:

- Occasionally, during routines, such as getting ready to go outside, not all staff promote clear expectations for behaviour.
- When children first start at the club, not all staff make best use of their otherwise good partnerships with parents and school to seek information that will help children to settle quickly.

## What the setting needs to do to improve further

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

- support staff to apply the good strategies in place consistently to help children understand what is acceptable behaviour and why
- extend the information gathered from parents and school when children start at the club to strengthen further the ways staff plan activities to meet children's needs during the settling-in period.

### Inspection activities

- 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.
- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. He took into account the information available to parents, their responses to questionnaires and feedback to the senior management.
- The inspector held meetings with the nominated person and the out-of-school club's coordinator/acting manager. He spoke with some of the school staff.
- The inspector held a number of informal discussions with the manager, exploring her understanding of the requirements of the Early Years Foundation Stage.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also looked at children's records and a range of other regulatory documentation and policies and procedures.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Comprehensive policies, procedures and risk assessments are in place and implemented efficiently by the staff. Recruitment and vetting procedures are robust. Staff are provided with a range of training to support their own professional development and the care of children. A well-managed induction and appraisal system support all staff to develop their knowledge and skills. Regular meetings across the company allow staff to meet with other colleagues. This helps to establish firm professional working relationships and promotes good consistency of care for children. Staff who transfer from other clubs to cover any staff absences, know and are at ease with each other. Children benefit from the harmonious atmosphere staff create. The views of parents are regularly sought and staff ensure that parents are kept well informed through daily discussions, newsletters and displays.

### Quality of teaching, learning and assessment is good

Staff have a good range of relevant qualifications and experience. They understand how the activities they provide allow children to follow their own interests and develop further the skills gained from school. Children arrive with enthusiasm and keenly take advantage of the wide range of activities staff have organised for them. They instantly make their own choices, such as assembling at the baking table eager to make biscuits. This helps them to work collaboratively by sharing and taking turns and to develop mathematical skills as they measure and mix ingredients. Others are fascinated by the sparkling collage materials. They spend long periods of time carefully creating intricate patterns on cards. Staff support them to write messages inside or to use various tools to make designs. These activities and the good support from staff help children to practise and consolidate their learning, and build future life skills. Imaginative play is enjoyed as children dress up as superheroes or build with construction materials.

### Personal development, behaviour and welfare are good

Staff show a keen interest in what the children have been doing when they collect them from class. Children also excitedly tell them about events they have experienced over the weekend. On arrival to the club, children take responsibility for their belongings and safety. For example, they hang up their bags and outdoor clothes. A range of healthy, light snacks are served, which provide children with sustenance between finishing school and going home. 'Servers of the day' take responsibility for serving the snacks and afterwards children help clear up. This encourages children to be independent in managing their own needs. Most children typically behave very well. Staff mainly act as good role models as they interact with the children and each other in polite and respectful ways. Staff are particularly effective at using physical activity to support children's understanding of rules and fairness. During a team game, they explain the rules simply, inviting the children to think about the fairness of their actions if they were to cheat. Staff foster collaboration by encouraging older children to create an obstacle course, which they then support the younger children to complete.

## Setting details

<b>Unique reference number</b>	EY486469
<b>Local authority</b>	Sefton
<b>Inspection number</b>	1003715
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	64
<b>Number of children on roll</b>	117
<b>Name of provider</b>	Fun 4 Kidz
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 932 9218

Fun 4 Kidz - Churchtown was registered in 2015. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or 3. The club opens from 3.15pm to 5.45pm, Monday to Friday during term time and provides care for children attending the host school. With the exception of the Christmas holidays, a holiday club offers care to a wider group of children and operates Monday to Friday from 8am to 5.45pm.

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