

<b>Inspection date</b>	14 December 2015
Previous inspection date	14 February 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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

- Staff plan a range of interesting activities that help children to think, solve problems, become creative and to play together. This helps children to build on the progress they make in school.
- Children are happy and form close bonds with staff. This helps children settle well, feel emotionally secure and enjoy their time in the setting.
- Staff and children are actively involved in the identification of the strengths of the setting and areas for further development. Managers also seek and act upon the views of parents and other professionals.
- Relationships with the on-site school are good. Staff share information well. Therefore, they have a good knowledge of each child's background, welfare and educational needs to help support continuity in their care and learning.
- Partnerships with parents are effective. A good system of two-way communication ensures that staff are well informed to meet children's individual needs. Staff regularly share information with parents. They inform them what their children have been doing during their time in the setting.

### It is not yet outstanding because:

- Staff do not place a strong enough emphasis on promoting children's physical play opportunities during the winter months.
- Staff do not fully encourage children's understanding of why it is important to have good handwashing routines.

## What the setting needs to do to improve further

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

- provide more opportunities for children to be physically active during the winter months
- build upon children's understanding of why it is important to develop good handwashing routines.

### Inspection activities

- The inspector observed the quality of activities indoors.
- The inspector looked at a sample of policies and children's records.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### **Effectiveness of the leadership and management is good**

The arrangements for safeguarding are effective. Management and staff have a good understanding of their responsibility in promoting children's safety and well-being. Staff understand the procedures to follow should they need to share concerns about children in their care. The security of the premises is given a high priority. It is effectively monitored to ensure that no unauthorised person can gain access. Improvements have been made since the last inspection. These include improved partnerships with the on-site school. Staff now share information about the children's needs, enabling them to work together to complement the time they spend in the two settings. The manager and staff work closely with the local authority to identify areas for improvement. This helps to set clear and realistic targets for areas to improve upon. Staff access training on a regular basis, which helps to maintain and build upon their knowledge and skills. This ensures they offer a broad range of experiences which helps children to continue to make good progress in their development. Parents are happy with the service provided. They appreciate how well staff support their children to settle in when they start at the setting.

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

Children enjoy the time they spend at this happy and welcoming setting. Younger children are collected from their classrooms by staff and are greeted enthusiastically. This supports them to feel emotionally secure. Children are confident and readily share their experiences from their day. Key persons structure activities that reflect topics covered within school, helping to complement children's learning experiences. A good range of appropriate activities are provided for the children to make choices from. They develop their imaginations as they play in the role-play area. They excitedly dress up for a pretend wedding and describe what sort of cake they will have.

### **Personal development, behaviour and welfare are good**

The key-person system is well established and effective. Each child within the early years age group has a designated person who supports their learning and care. Children behave well within the setting. Staff offer them gentle reminders about sharing, turn taking and cooperating with each other. They encourage children to solve conflicts and help them to devise a timetable for the use of the snooker table. Children's self-esteem and confidence is built very well. Staff interact well with them and offer lots of praise and encouragement for their efforts. They actively get involved with children's play which supports them to stay engaged and interested in the activities. Children learn about a healthy diet as they are provided with nutritious meals and fresh fruit is readily available. Children are encouraged to develop their independence and help with tasks. They set the table for tea and clear away afterwards.

## Setting details

<b>Unique reference number</b>	EY443858
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1027920
<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>	4 - 11
<b>Total number of places</b>	35
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Fun 4 Life
<b>Date of previous inspection</b>	14 February 2013
<b>Telephone number</b>	07939 235385

Fun 4 Life was registered in 2012. It operates from St Dunstan's RC Junior and Infant School in the Kingsheath area of Birmingham and is managed by a company. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The setting opens Monday to Friday from 7.30am to 8.50am and 3.10pm to 6pm during term-time and 8am to 6pm during school holidays.

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