

Inspection date	14 January 2016
Previous inspection date	16 July 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

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

- The record of attendance is not always well maintained to ensure every child's hours of attendance are recorded, as required.
- The key-person system is not effective for children in the early years age range. This means that children's emotional well-being is not fully supported.
- Staff supervision is not secure enough to improve staff performance.
- The manager has still to make effective use of self-evaluation to help develop plans to make improvements. In addition, it does not take in to account the views of parents, staff and children.

It has the following strengths

- Staff offer children a welcoming and inclusive environment. Children make choices from a wide range of age-appropriate activities and resources indoors and outdoors, which contribute to their progress and development.
- Children behave well. Staff act as positive role models. They encourage children to share, take turns and be polite. Staff manage unwanted behaviour sensitively.
- Effective partnership working is in place with the host school. Staff talk with teaching staff to discuss planned activities in school. Children's learning is complemented well and they progress well towards the next stages in their learning.
- Children are happy and clearly enjoy their time at the out-of-school club. Staff are friendly and ensure that information is shared with parents on a daily basis.
- Staff understand how to safeguard children and are aware of the authorities to contact should they be concerned about a child's welfare.

What the setting needs to do to improve further

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

	Due Date
■ ensure an accurate daily record of children's hours of attendance is kept	28/01/2016
■ ensure that the key-person system for children in the early years age range is effective in building settled relationships between children and the person who is assigned to look after them	18/02/2016
■ improve the system for carrying out supervisions of staff to ensure that all staff receive the necessary support so that all children benefit from highly stimulating experiences.	15/07/2016

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

- review the self-evaluation systems, in order to identify strengths and address key weaknesses and develop a concise action plan which takes into account the views of staff, parents and children.

Inspection activities

- The inspector had a tour of the club and discussed how it operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector conducted a joint observation and held discussions with the manager.
- The inspector looked at a sample of children's records, the planning documentation and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

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. However, daily registers of children's hours of attendance are not always completed accurately, which compromises children's safety and well-being. Staff are provided with training to support their own professional development and the care of children. Staff are supported through appraisals and informal supervisions. However, supervisions are not carried out regularly and lack focus on supporting staff to improve their practice. Evaluation of the nursery is in place. However, this does not identify the weaknesses in practice or reflect current practice. In addition, staff, parents and children have not been involved in this process to ensure their views are considered. Parents comment that they are really pleased with the club. In particular, they comment that staff are friendly and approachable.

Quality of teaching, learning and assessment requires improvement

Staff interact well with children and promote their self-awareness and confidence very well. This helps children to be motivated to join in and engage fully in varied play opportunities. They listen to instructions and show how well they communicate with others, for example, when they play with energetic games outdoors or complete jigsaws with their friends. Children relax by listening to music and take part in creative activities. Children are fascinated by the natural resources and sparkling collage materials. They spend long periods of time carefully creating intricate pictures and writing on cards. Staff act as suitable role models to the children. They promote equality and diversity effectively and positively help children to be aware of the feelings of others. Children show respect to one another and their environment. They speak politely to the staff, and enjoy the time spent at the club.

Personal development, behaviour and welfare require improvement

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 during their day at school. However, the children in the early years do not have a key person to link with or to support their individual needs. 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. Most children typically behave very well. 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 share and support the younger children to complete.

Setting details

Unique reference number	EY413561
Local authority	Bradford
Inspection number	851412
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 12
Total number of places	30
Number of children on roll	69
Name of provider	Baildon Childcare Co-operative Ltd
Date of previous inspection	16 July 2012
Telephone number	07775227025

Funtastik was registered in 1997 and operates from within Sandals Children's Centre in Basildon, Bradford. The out-of-school provision is open each weekday from 3.20pm to 6pm, term time only. The club employs four staff who work directly with the children. Of these, two hold appropriate early years qualifications.

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