

# Fun 4 Kidz - LIPA

LIPA Primary School, Upper Duke Street, Liverpool, Merseyside, L1 7BT



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 21 January 2016 |
| 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

- Staff are qualified to varying levels, and all receive good support from the leadership team to enhance their skills and knowledge. Leaders observe the quality of practice regularly to enhance professional development opportunities.
- Staff have developed very effective working practices to share information with the school and children's parents. This provides excellent opportunities for continuity for children.
- Children enjoy their interactions with staff and involve them in their games. Staff plan activities based on children's requests and existing interests. Children make independent choices about what they would like to do.
- Staff actively encourage children to interact together, and provide them with responsibilities. This helps children to develop self-esteem and confidence within the group.
- Children behave well and demonstrate good manners. Staff provide consistent guidance to children regarding their high expectations for children's behaviour and are positive role models.

### It is not yet outstanding because:

- Staff do not always make highly effective use of the space available to them to enhance the opportunities for children who may wish to play in smaller groups.
- Children's attention and engagement is not always effectively promoted. Sometimes, daily routines take a long time to complete and the time between these is not as effectively organised as it could be.

## What the setting needs to do to improve further

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

- enhance the use of space; improve the opportunities for children who choose to pursue their games and interests in smaller groups
- make the most of opportunities to promote children's attention and engagement throughout the sessions including during routines.

### Inspection activities

- The inspector held a meeting with the club manager and provider. She looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working at the club.
- The inspector took a tour of the areas available for use by the club.
- The inspector completed a joint evaluation with the provider.
- The inspector observed the quality of interaction during activities indoors and outdoors, and assessed the impact this has on children's enjoyment.
- The inspector reviewed written feedback provided by parents and took this into account.

### Inspector

Lauren Grocott

## Inspection findings

### Effectiveness of the leadership and management is good

Strong leadership has embedded the practice of self-reflection in the newly appointed staff team. Staff are extremely enthusiastic and passionate about their roles. A number of systems have been introduced to gather and evaluate the opinions of parents and children, resulting in effective action planning. The arrangements for safeguarding are effective. All staff display a good knowledge and understanding of how to identify and report concerns regarding children's welfare to the relevant authorities. Staff practice reflects their underpinning knowledge, as they regularly review their risk assessments and deployment to ensure that they protect themselves and the children from harm. Staff have built very good relationships with the host school. Staff regularly exchange information with children's teachers and the leaders of the school, to develop the quality of the provision. Parents report very positively on the quality of the club. They feel their children enjoy their time at the club and that staff are friendly and approachable.

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

Children's individual skills and interests are known by staff. The key person system is well embedded in practice. This enables staff to build positive and close relationships with their key children. Children proudly explain to visitors who their key person is and what they like to do together. Staff make good use of information gathered from the teachers within the host school to provide opportunities for children to develop their existing skills. Children's requests and interests are extended through planning. Children develop their physical skills as they successfully navigate and change direction in the spacious, underground play area. They explore the world around them, for example, when staff organise outings to local areas of interest. Some children enjoy playing imaginatively with the range of resources available to them in the role play area. Staff make good use of opportunities to interact with children at their own level, increasing their confidence through effective use of questioning and praise.

### Personal development, behaviour and welfare are good

Children's physical health is very well supported. They benefit from frequent opportunities for physical exercise. Staff make the most of opportunities to provide and discuss healthy choices with the children. Children show they are confident in making choices. For example, they choose different fillings and manage serving tools well, as they stuff their own pitta breads at snack time. Staff effectively manage the risk of cross infection and children show a clear understanding of the importance of hygiene routines. Staff are positive role models for children. They make their expectations clear to children, who respond well to their prompts about being kind to others. Older children also serve as positive role models for younger children. Staff contribute to this by nominating them to be helpers at meal times, so that they can support younger children when pouring drinks, for example. Staff create a wide variety of opportunities to develop their social skills and learn about different cultures. This helps children to understand, and respect, difference and diversity.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY481016  |
| <b>Local authority</b>             | Liverpool   |
| <b>Inspection number</b>           | 989633  |
| <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>      | 40  |
| <b>Number of children on roll</b>  | 35  |
| <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 - LIPA was registered in 2014. The club employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level two and above. The club opens from Monday to Friday in term time only. Sessions are from 8am until 9am, and 3.20pm until 6pm.

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