

Phoenix Fun Club

ECPS, Whickham Street, Peterlee, SR8 3DJ



Inspection date

4 January 2017

Previous inspection date

16 June 2014

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		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

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

- The committee has not provided Ofsted with the necessary information to ensure full suitability checks are completed for all members.
- The programme for the professional development of all staff is not yet focused precisely on extending their skills and knowledge even further.
- Self-evaluation systems are not rigorous enough and do not enable staff to set specific targets for continuous improvement.

It has the following strengths

- Children of all ages play well alongside each other and are confident in their communication and language skills. They talk with their peers and provide a running commentary throughout their experiences.
- Staff have developed good links with the host primary school. They share relevant information with teachers to enable them to support children's future learning and development.
- Parents are positive about the service on offer. They receive feedback from staff and are kept updated about their children's care and daily routines.
- Staff reinforce the importance of using good manners, sharing and taking turns. Children are encouraged to be proud of their own accomplishments and show independence when selecting activities and resources.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

Due Date

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| ■ ensure that Ofsted is provided with the necessary information to complete full suitability checks for all committee members. | 25/01/2017 |
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To further improve the quality of the early years provision the provider should:

- extend the programme of professional development so that it is highly focused on raising the quality of staff interactions with children
- strengthen self-evaluation systems and establish precise targets to continually improve the setting.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management requires improvement

The committee has failed to provide Ofsted with necessary information to complete full suitability checks. However, all committee members have a Disclosure and Barring Service check and have no contact with children in the setting. Even though this is a breach of requirements, there is no significant impact on children's safety and welfare. The arrangements for safeguarding are effective. Staff know what to do if they have any child protection concerns and are aware of possible signs and symptoms of abuse. They understand how to protect children who may be at risk of being exposed to extreme ideas and thoughts. Furthermore, the manager recognises the importance of monitoring children's attendance. Staff carry out visual checks on the environment and resources to ensure these are safe and secure for children at all times. The manager and staff have attended some relevant training, including first aid. However, the programme to continue their professional development is not yet sharply focused on strengthening the good quality of staff interactions to an even higher level. Staff work well together as a team and communicate on a daily basis. They are encouraged by the manager to share ideas and suggestions with each other. However, the systems in place for self-evaluation do not enable staff to recognise precise priorities for future improvement, in order to offer even better experiences for children.

Quality of teaching, learning and assessment is good

All staff are qualified. They continue to deliver the learning and development requirements of the early years foundation stage to support all children to progress well. Children are provided with a varied range of fun and interesting activities to help them to remain engaged and focused in their play. For instance, children show good levels of concentration as they design their own creations and patterns using coloured beads. Staff join in with children's play at appropriate times and offer help, support and direction when required. Children's literacy skills are effectively promoted. They have opportunities to choose books from the school library and write menus during their imaginary play. Staff support children to develop their technology skills. This helps to extend their understanding of the world. Children easily use the tablet computers to access a selection of age-appropriate games and programs. During this activity, staff continually reinforce boundaries and help children to fully understand that time restrictions are in place before they are expected to move to a different play area.

Personal development, behaviour and welfare are good

Children enjoy attending the setting and are clearly happy and settled. Staff create a friendly and relaxed environment, where children feel comfortable to make their own choices and decisions. This makes a good contribution to children's emotional well-being. Staff fully understand how to manage children's behaviour. Children respond well to simple instructions and clear guidance. Staff provide children with frequent praise and encouragement to help to enhance their confidence and self-esteem. Children are encouraged to follow clear hygiene practices, such as handwashing procedures and are provided with a selection of snack options. In addition, children have access to the outdoor environment to enable them to develop their physical skills.

Setting details

Unique reference number	314146
Local authority	Durham
Inspection number	1060909
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 - 10
Total number of places	40
Number of children on roll	35
Name of registered person	Phoenix Fun Club
Registered person unique reference number	RP519423
Date of previous inspection	16 June 2014
Telephone number	07773 504 104

Phoenix Fun Club was registered in 1999. The setting employs three members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The breakfast club opens Monday to Friday from 7.30am until 9am. The after-school club opens Monday, Tuesday, Wednesday and Thursday from 3pm until 6pm, and Friday from 3pm until 5.30pm, during school term time. It is also open Monday to Friday from 7.30am until 6pm, during school holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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