

# Funfishers Out of School Club

Fishergate, York, North Yorkshire, YO10 4AP



<b>Inspection date</b>	2 March 2017
Previous inspection date	13 August 2013

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

## Summary of key findings for parents

### This provision is good

- The manager is a passionate, experienced early years practitioner with a clear vision of inclusive, high-quality care and education for all. She works with the committee and her well-qualified staff to help children to progress well and to meet community needs.
- Teaching is very good and sometimes outstanding. Where it is outstanding, staff use tailored teaching strategies to help children to achieve their full potential.
- Partnerships with parents, professionals, agencies, schools and other settings are effective. Excellent communication systems support children as they move between home and different learning environments.
- Children form emotional bonds with staff who are sensitive to their individual needs and know them well. Behaviour is excellent.
- Staff gather information from parents to plan for children's interests. They follow care routines, meet their dietary needs and help children to settle.
- Staff share detailed attainment and progress information with parents to help them build on and extend children's learning at home. Parents value the setting highly.
- Good systems are in place for the safe recruitment, induction and supervision of staff.

### It is not yet outstanding because:

- Although self-evaluation systems are well established, they are not yet being used most effectively to assess the impact of changes to practice on outcomes for children.
- Targets for staff development are not yet sufficiently focused on what staff can do to ensure that all children make the most rapid progress.

## What the setting needs to do to improve further

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

- strengthen self-evaluation systems even further and more closely assess the impact of changes to practice on outcomes for children
- enhance supervision systems further to help focus targets for staff development and ensure that all children make the best progress possible.

### Inspection activities

- The inspector had a tour of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the setting manager.
- The inspector held a meeting with the setting manager spoke to a member of the committee and the committee chairperson. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Child protection is central to the practice of every member of staff. Excellent safeguarding knowledge ensures that any concerns about children's welfare or development are swiftly addressed. Policies and procedures are robust, wide ranging and evident in practice. The views of parents and children are sought and acted upon. Staff are reflective, committed to improving their practice and involved in development planning. The progress of individuals and groups of children is closely tracked to ensure their needs are met. Children go on many outings, celebrate similarities and differences and develop pride in their local community.

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

Staff use observations of children playing to make accurate assessments and plan what they need to learn next. Early intervention strategies are effective. For example, a daily, adult-led focused group activity helps children to develop communication and listening skills and take turns. Children of all ages are provided with developmentally appropriate activities and experiences. Babies and toddlers have easy access to a range of sensory materials. They sit and stir pancake mix with whisks and spoons and they fill and empty containers at the sand tray. Older children act out stories, making choices and using resources imaginatively. Staff support thinking skills, help children to form their ideas and build on their growing vocabularies. Outside, children mark make using spray bottles filled with coloured paint, learn about road safety and think about position, size, shape and measure. Staff celebrate children's achievements with parents, helping children to feel valued and motivated to learn.

### Personal development, behaviour and welfare are good

The learning environment is inviting and interesting to children. High-quality resources are available, inside and outdoors. Staff encourage children to undertake tasks and learn to do things for themselves. Children serve at mealtimes, put their coats and shoes on and begin to treat each other and the environment with respect. Staff are excellent role models. They help children to understand the importance of good hygiene routines. Meals are carefully planned, nutritious and balanced. Children try new foods and learn how to make healthy choices. Staff ensure that children assess risks and keep themselves safe. Children show great maturity as they move around the woodland learning area with care and clearly enjoy connecting with the natural world.

### Outcomes for children are good

Children make good and sometimes outstanding progress. Staff use funding extremely well to meet children's individual needs and improve outcomes for them. Children who start in the setting with below expected levels of development make rapid progress. Staff sensitively support children who speak English as an additional language and help them to become competent communicators. Children at all levels of development are inquisitive learners who enjoy investigating and exploring their surroundings. When it is time for children to move on from the setting they are very well prepared with the key skills needed to cope confidently with the change.

## Setting details

<b>Unique reference number</b>	321571
<b>Local authority</b>	York
<b>Inspection number</b>	1064112
<b>Type of provision</b>	Sessional 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>	1 - 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	286
<b>Name of registered person</b>	Funfishers Out of School Club Committee
<b>Registered person unique reference number</b>	RP518353
<b>Date of previous inspection</b>	13 August 2013
<b>Telephone number</b>	01904 677870

Funfishers Out of School Club was registered in 1992 and operates from a building in the playground of Fishergate Primary School. The setting employs 18 members of childcare staff. Of these, two hold qualified teacher status, one has an appropriate early years qualification at level 6, 10 hold qualifications at level 3 and one holds a qualification at level 2. The manager holds an early years degree and has early years teacher status. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm during term time and from 8am until 6pm during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

