

Inspection of The Frantastic Club @ Norwood

Norwood Primary School, Norwood Crescent, SOUTHPORT, Merseyside PR9 7DU

Inspection date:

24 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are excited to attend this welcoming club. They form warm relationships with staff and say that 'these are the kindest people in the world'. New children settle quickly into club routines and form friendships with children of all ages. They make the most of the homely environment after their day at school. For example, some choose to relax in the cosy story area while others use their imaginations to dress up as their favourite story characters. Children learn about different cultures through play. This helps them to develop an understanding of the wider world. For example, children create a Chinese restaurant, serve sushi and consider the best way to use chopsticks. Together, children and staff discuss the differences between parasols and umbrellas, extending children's learning even further.

Children behave extremely well. They are kind to each other and wait patiently for their turn when playing games. Older children act as role models for younger children and help them with tasks, such as washing their plates after snack. Children are collected safely from school and benefit from spending time outside. They enjoy gardening activities, running and playing physical games in the school grounds.

What does the early years setting do well and what does it need to do better?

- Partnerships with parents and school are good. Parents praise the flexibility and understanding of the caring staff. They comment that they do not know what they would do without them and that their children 'do not want to go home'. Newsletters, emails and daily communication provide opportunities to share information on key events and answer daily queries. Staff meet with teachers and pass on information effectively as needed.
- Members of the leadership team are highly experienced. They are dedicated to the well-being of their children, families and staff. They have created systems for monitoring staff well-being and have provided information about mental health.
- Staff are well qualified for their roles. They work well together and benefit from regular supervisions, appraisals and team meetings. This provides opportunities to discuss key issues and share best practice. There are many opportunities for staff to access training. However, the impact of this training is not always monitored effectively.
- Leaders regularly review their practice. They are clear on their strengths and areas for development. There are clear plans for improvement in place that take into account the views of staff, children and families.
- Staff have high expectations of all children. They are supportive and encourage children to keep trying. For example, when playing games that require high

levels of skill, children are praised for their efforts and encouraged to think about different ways to achieve their goal.

- Children understand how to keep themselves healthy and enjoy nutritious snacks such as vegetable sticks and dips. They learn valuable independence skills through preparing and serving their own snacks and washing their plates.
- Children are able to choose what they would like to do from a wide variety of resources. They help to set out activities that follow their interests. For example, children giggle as they wash baby dolls' hair with shampoo and watch the bubbles pop around them.
- Children have many opportunities to learn about their communities. They choose a local charity each year and discuss what they will do to raise money for their worthy cause. This helps them to appreciate similarities and differences between children of all ages and abilities. They enjoy joining in with celebrations such as Chinese New Year, Easter and Diwali, which extends their knowledge of the wider world.
- Children are confident and self-assured. They are welcoming to visitors and speak with confidence about their favourite authors and what they like to do at school and at home.
- Staff support children to use their manners and to be considerate of others' feelings. Any incidences of exclusion are tackled quickly and effectively. For example, when children say that there is not enough room for anyone else staff, step in and work with the children to extend the area and create more room.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibility to keep children safe. They are clear on the actions they would take should they have concerns over a colleague or the welfare of a child. Staff have many opportunities to refresh their safeguarding knowledge. Robust policies and procedures underpin the setting's good practice. Regular risk assessments ensure that the premises are secure and hazards are minimised. All staff hold paediatric first-aid certificates and are qualified to administer first aid. This helps to keep children safe in the event of an accident.

Setting details

Unique reference number	EY413651
Local authority	Sefton
Inspection number	10065735
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	50
Number of children on roll	112
Name of registered person	Taylor, Frances Suzanne
Registered person unique reference number	RP514161
Telephone number	07724 708015
Date of previous inspection	15 December 2015

Information about this early years setting

The Frantastic Club @ Norwood registered in 2010. The club employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above. The club opens from Monday to Friday during term time only. Sessions are from 7.40am until 8.45am and 3.15pm until 5.45pm.

Information about this inspection

Inspector

Kerry Maddock

Inspection activities

- The inspector completed a learning walk of the premises with the manager.
- The inspector held meetings with the leadership team and spoke to staff at appropriate times throughout the inspection.
- Evidence of staff suitability and qualifications, including first-aid certificates, was viewed by the inspector.
- The inspector spoke to parents and children and took into account their views.

We carried out this inspection 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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