

Inspection of Funtastik (Baildon Child Care Co-operative Ltd)

Woodland Burrow, Sandal Primary School, West Lane, Baildon, Shipley, West Yorkshire BD17 5DH

Inspection date:

29 March 2022

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 chat excitedly as they walk sensibly across the school playground to the club. They eagerly enter and are clearly familiar with daily routines, as they use the hand gel, then hang up their belongings. Children have immense fun at the club, which is safe, stimulating and inclusive. They demonstrate high levels of confidence and independence. For example, children select what they want to play with from a broad range of activity choices and a wealth of accessible resources. They share imaginative ideas as they play together, for example, in the role-play café or with dolls and buggies.

Children form extremely positive relationships with caring staff, who create a relaxed, welcoming and friendly environment. Staff plan effectively around children's interests, ideas and learning in school. Children delight in staff's enthusiasm, that enhances their fun and enjoyment.

Children are very helpful. For example, while weaving small elastic bands around their fingers to create bracelets, necklaces and charms, children kindly explain the tricky technique to newer children. Children's behaviour is excellent. They follow the club's rules and learn about behaviours which make people happy or sad. Children patiently line up to choose their snack. They happily share resources, such as the games console, when their designated 15 minutes has ended.

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

- Staff exchange important information with parents and Reception-class teachers, to emotionally support new children. Staff help children to complete a 'Marvellous Me' document. This helps them to find out about children's uniqueness, such as their favourite things.
- When the club closed during the COVID-19 pandemic, staff maintained links with families. This helped to support children's return to the club and kept parents updated. For example, staff provided activity packs for children. They distributed newsletters and emails to parents, which they continue to do.
- Staff help children to feel a sense of ownership of the club. For example, children add suggestions for new resources and activities to staff's planning. Staff closely monitor children's engagement. They change, enhance or adapt their provision in response to their observations.
- Staff establish excellent partnerships with Reception-class staff. For example, teachers visit the club and staff hold regular conversations with them. Staff complement school topics or themes that cover subjects, such as friendships, sharing and the value of being an individual.
- Staff reinforce the positive attitudes and essential skills that children require for

successful learning. Children use effective language, as they create their own narrative during creative play. They express their ideas, such as making pretend food with dough for the café. Children are engrossed as they play, and show excellent focus as they use tools and dough.

- Staff provide fun activities that reinforce children's literacy and mathematical skills. For example, as children move their counter during a popular board game, they show great delight when they can advance up the ladder. Children show great spirit, even when they land on a snake and have to return to a previous square. Children creatively draw and precisely cut ribbon, while making spring wreaths.
- Staff, especially those who are qualified to level 3, demonstrate high-quality interactions with children. For example, they expand on children's ideas as they play with dough, and ask children how they might make the healthy pizza and toppings. Staff praise children for their 'fabulous' cutting, which helps to foster their self-esteem.
- Staff promote children's physical well-being and understanding of healthy living effectively. For example, children wash their hands before choosing from a wide variety of healthy snack options. They freely access outdoors, where they whizz around on scooters. Staff create 'oral health' packs containing activities that children can complete at the club or at home with their parents.
- Staff help children to learn about diversity, for example, through resources, multicultural music, visual images and by introducing differing festivals.
- The provider and staff continually reflect on their practice. They identify improvements such as securing training for newer staff, to further develop their confidence, skills and knowledge. The manager distributes detailed parental questionnaires and child-friendly surveys and quizzes, to help inform practice.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake effective risk assessments to help promote children's welfare, such as when they are collecting them from school. The manager closely monitors access when parents pick up their children. The provider implements rigorous recruitment of staff, to ensure that they are suitable to work with children. Staff can identify the indicators of abuse and fully understand how to report their concerns, to protect children from harm. Staff have compiled an 'internet safety' file to help reinforce messages to children, in partnership with parents. As part of this, they encourage families to devise online safety plans. Children help to risk assess activities and the use of equipment, such as physical apparatus.

Setting details

Unique reference number	EY413561
Local authority	Bradford
Inspection number	10225827
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 at time of inspection	4 to 11
Total number of places	30
Number of children on roll	58
Name of registered person	Baildon Childcare Co-operative Ltd
Registered person unique reference number	RP911312
Telephone number	07949545828
Date of previous inspection	3 March 2017

Information about this early years setting

Funtastik (Baildon Child Care Co-operative Ltd) registered in 1997. It operates from the Woodland Burrow building, within the grounds of Sandal Primary School in Baildon. The club employs five members of childcare staff. Of these, three staff hold relevant qualifications; one is at level 1 and two are at level 3. The club is open during term time from 3.20pm to 6pm, Monday to Friday. It accommodates children who attend Sandal Primary School.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the safety and suitability of the premises. She also accompanied staff on the school collection.
- The inspector completed a learning walk of the club with the manager, to find out how the club is organised and the range of activities provided. They also completed a joint observation of an activity taking place.
- The inspector spoke to staff during the inspection and gained verbal and written feedback from parents. She also spoke to children about their experiences at the club and what they enjoyed doing.
- The inspector checked a sample of documentation, including certain policies and procedures, certificates of training and documents relating to the suitability of staff. The manager shared questionnaires completed by parents, along with surveys and feedback quizzes completed by children.
- The inspector held regular meetings with the manager throughout the inspection.

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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