

Inspection of Fun 4 Kids at King's Ford

King's Ford Infant School, Gloucester Avenue, Colchester CO2 9AZ

Inspection date:

1 November 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and safe at the breakfast club. They have the freedom to play with a range of activities that are suitable for all ages. Children make choices and are encouraged to be highly independent. They help prepare their own healthy choice of breakfast and tidy up afterwards. Children play together with their peers and engage in positive conversations. They talk about their experiences from home and make links in their play. Children play with role-play resources and imitate real-life situations. They engage in purposeful imaginative play.

Children are encouraged to have fun and follow what they like to do. They laugh and joke as they play. Children behave well and staff skilfully support them to achieve this. They join in with board games, learning turn taking and following rules. Children have opportunities to write. They make lists as part of their play. Children encourage adults to join in games. They talk with adults and are able to express their ideas. They are eager to share their creations and have their efforts recognised.

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

- The staff team works hard to make the breakfast club a positive start to the children's day. The experience offered allows children to relax and have fun. Staff are attentive, caring and nurturing. They take time to listen to the children and hear how they are feeling. Children and staff have positive relationships. They have conversations about their play and school experiences. The breakfast club is a safe space for children to be able to talk freely.
- Staff work hard to offer a wide range of opportunities. The day is planned with a balance of planned and child-led activities. Staff skilfully extend learning through open-ended questioning. They get down to the children's level and use effective listening skills. Children have access to a range of books suitable for all ages. They have space to sit and read by themselves or with an adult.
- Children have breakfast and help make their own toast. They independently spread on their own butter and jam of choice. Staff are on hand to support if needed, with a caring approach. Children wash up their own plates and cups. Staff model what to do to allow new children to learn the routine. Breakfast is a social occasion and children talk to each other as they eat. There are healthy choices of cereals on offer alongside toast and fruit.
- Leaders understand how children learn, and this has an impact on what they do. They skilfully use their knowledge to provide a broad and balanced learning experience. Leaders take time to reflect on their practice and develop from this. They are highly supportive of their staff team. Staff well-being is of high priority, and they feel happy in their roles. Leaders provide a varied training programme,

which supports staff in their professional development.

- Parents are happy with the care their children receive. They feel their children are happy and well cared for by the staff. Parents like the varied activities on offer and that their children are keen to attend every morning. They feel that communication is positive and are informed promptly of anything needed. Staff work hard to build relationships with the school to support the children. They liaise with other professionals in the best interests of helping the children.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe with embedded procedures of security and safety. Staff have a knowledge and understanding of how to keep children safe from harm. They have completed relevant training to recognise the signs of potential abuse and the actions to take. Staff know who to report concerns to and how the process works outside of the setting. Leaders have embedded a culture of safeguarding and this is a priority. Children are supervised appropriately, and sufficient staff are provided. Staff know their responsibilities and duty of care.

Setting details

Unique reference number	2594010
Local authority	Essex
Inspection number	10249196
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 9
Total number of places	16
Number of children on roll	51
Name of registered person	Fun 4 Kids Colchester Limited
Registered person unique reference number	RP534580
Telephone number	07495549459
Date of previous inspection	Not applicable

Information about this early years setting

Fun 4 Kids at King's Ford registered in June 2020. They have four staff who work with the children. One member of staff has an early years qualification at level 5 and two at level 3. The setting is open for breakfast club only at present.

Information about this inspection

Inspector

Helen Clutterham

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 leader showed the inspector all areas of their premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the interactions between staff and children.
- The leader and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents provided the inspector with written feedback.

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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