

# Inspection of Fun 4 Kidz - L30 Centre

Stonyfield, Netherton, Liverpool, Merseyside L30 0QS

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Inspection date:

10 November 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children settle quickly as they happily arrive at the setting. They are excited to begin their play. Children demonstrate positive behaviours as they share toys with their friends. For example, the children have created their own rules and friendship jigsaw to help to ensure everyone is happy and content when at the setting. They include everyone in their play and say that it is important to be kind and share. Children understand what is expected of them and follow instructions from staff without hesitation. For example, when asked, children tidy up and wash their hands in preparation for snack.

Staff are creative and make great use of the space available to them. Children benefit from a well-resourced indoor environment. The indoor environment has a range of areas for children to relax, play and engage in. Children also have daily access to a large hall and ample outdoor-play environments. This allows children to develop their physical skills. Staff listen attentively to children allowing them to make choices. Children are able to actively make decisions about what they would like to do and where they would like to play at the setting.

Children are eager to support staff in preparing snack for their peers. They take on the responsibility of chopping the vegetables and salad ready for their healthy snack. Children understand the importance of healthy eating. Parents praise the setting. They comment that 'the level of integration between all of the children from the different schools is wonderful and makes for a very wholesome club.'

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

- Children are encouraged to have their say about the running of the setting. Their voice is at the heart of the club. Regular meetings with children outline what they want to see in the setting, what they have enjoyed and what they would like to change. This contributes towards management's reflections and helps to ensure children's ideas come to fruition. Children gain a sense of belonging when they see their ideas coming to life.
- Children access a wide range of activities that appeal to their interests. They play together as they engage in role play. The older children support the younger children to understand how to play with certain resources. This gives the older children a sense of responsibility and the younger children the confidence to join in.
- Children have a range of opportunities to access fresh air, green spaces and exercise. Staff place a strong emphasis on children's well-being. Children learn the importance of staying healthy and the benefits of exercise. Children can choose to run around the gardens or use the physical equipment. This supports

children's understanding of the importance of leading a healthy lifestyle.

- Staff have created a charming provision that is fully inclusive of all children's needs, supporting their safety and well-being. They ensure children have access to a range of activities that support them to practise skills and contribute to their overall progress in a fun way. For example, children recall learning from earlier in the school day and create their own poppies for Remembrance Day. Children talk about their own heroes within their family.
- Children develop a sense of pride and achievement as their work is celebrated in the colourful displays around the setting. Children confidently talk about how they enjoy being at the setting. They eagerly share their 'wow' moments and achievements from school. This gives children a sense of pride.
- Staff implement effective methods of communication with children's teachers and parents. They ensure that important information and relevant messages are shared. For example, if there is a minor accident within school, letters are passed to the setting and shared with parents on collection. Furthermore, robust settling-in arrangements support younger children when they start at the club. This also ensures that the key workers have a detailed knowledge of their key children in order to provide exciting opportunities within the setting.
- Management are reflective and support staff to access a range of professional development opportunities. All staff access targeted support to help them to enhance and extend their skills. For example, staff have completed training on supporting children's behaviour in an out of school setting. This has enabled them to offer a consistent approach in developing children's understanding of rules and boundaries.
- The leadership and management of the setting are strong. Regular parent and child questionnaires support self-evaluation, enabling leaders to accurately identify how to continually improve. For example, managers explain that they intend to strengthen the outdoor provision to allow opportunity for children to plant their own fruits and vegetables.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their safeguarding responsibilities. They can identify with confidence the procedures for responding to a child who makes a disclosure of abuse. Staff know the steps to take should they feel concerned for the welfare of a child. All staff access regular training to ensure their knowledge is kept up to date. The designated safeguarding lead supports staff to understand safeguarding issues such as keeping children safe online. Daily risk assessments of the environment conducted by all staff help to protect children from harm.

## Setting details

<b>Unique reference number</b>	310434
<b>Local authority</b>	Sefton
<b>Inspection number</b>	10233596
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 12
<b>Total number of places</b>	32
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Fun 4 Kidz
<b>Registered person unique reference number</b>	RP521519
<b>Telephone number</b>	0151 932 9218
<b>Date of previous inspection</b>	20 March 2017

## Information about this early years setting

Fun 4 Kidz - L30 Centre was registered in 2001. The club employs four members of childcare staff, of these three hold appropriate early years qualifications ranging from level 3 to level 6. The club opens from 3pm to 6pm, Monday to Friday, during term time only. A holiday club operates from 8am to 6pm during school holidays. The club provides care for children attending a variety of schools within the local area.

## Information about this inspection

### Inspector

Jason Holmes

## Inspection activities

- This was the first routine inspection the club 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 setting.
- The manager and the inspector completed a tour around the setting to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged in activities inside and outside.
- The inspector held discussions with senior leaders and staff at appropriate times throughout the inspection to gather their views.
- Parents views were shared with the inspector for consideration during 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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