

# Inspection of Funfishers Out of School Club

Fishergate, York, North Yorkshire YO10 4AP

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Inspection date:

9 December 2022

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### **The provision is outstanding**

Children arrive eager and motivated for a day of exciting and stimulating activities in the setting. They are greeted warmly and enthusiastically by the extremely nurturing staff. New children settle remarkably quickly. This is supported by the exceptional information which staff obtain before children start. New children are invited into play by others and rapidly learn their names. This helps new children to feel valued. Children demonstrate mutual respect towards each other, learn to share and wait patiently for their turn.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Children delight in the experiences which staff provide to enable them to experiment in the environment. They make predictions about what will happen if they hold ice in their hands. Children giggle with joy, as they gain a real-life understanding of the sensation of ice, melting and dripping through their fingers. Children undertake experiments. They fill containers to leave out overnight to see what happens to the water. This helps to give children a greater depth of understanding of the natural world.

Professional and knowledgeable staff support each child to reach their full potential. All children make exceptional progress because of the sequenced and child-focused curriculum. For instance, younger children develop their walking skills quickly as they cruise from one piece of well-placed furniture to another. Toddlers balance on wooden beams and crates as they practise their balancing skills.

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

- The experienced and ambitious management team provides thorough and considerate leadership. Staff use precise, ongoing assessments to swiftly identify and close gaps in children's learning and development. Consequently, all children, including those with SEND, make exceptional progress from their starting points in learning.
- Staff have received further training and adapted their teaching to support children's speech and language development. For example, they have introduced national and local programmes to help children to hear and absorb a wealth of new words. Staff frequently use songs, rhymes and stories to engage children. Children learn from clear speech and repetition of sounds. This builds on their vocabulary and, as a result, they become highly confident communicators.
- Children learn about healthy lifestyles and good hygiene practices. Staff sensitively coach children to manage their personal needs, sequencing their learning into small, manageable steps. Younger children learn to serve themselves vegetables and wipe their own hands and faces after lunch. Older children scrape their leftovers into the bin and stack their plates. This gentle and

knowledgeable approach helps children to gain independence.

- Children have wonderful opportunities to learn about different cultures to their own. Staff help children to learn about festivals and events that are important to them and their friends. For instance, staff learn key words in children's home languages as they sing songs together and look at books. Children gain an excellent understanding of the differences and similarities in people's ideas and beliefs.
- Staff consider the language of feelings throughout the day. For example, as children draw faces on their angel pictures, they discuss with children what makes them happy. Small-group sessions help children to explore their feelings and build their confidence, resilience and social skills. Children demonstrate exemplary behaviour.
- Support for children with SEND is outstanding. Staff work closely with parents and other education and health professionals to help provide a consistent approach in supporting children's learning and development. The special educational needs coordinator supports staff effectively to ensure that children with SEND receive prompt, targeted early help and support.
- Staff say that they feel incredibly well supported and valued. They are extremely well supported by their fully committed staff team and committee members. The managers skilfully evaluate the effectiveness of the setting to make sure that it constantly improves.
- Parent partnerships are remarkable. They comment that staff go beyond expectations to provide support and advice to families. Staff provide a wide range of books and activities for parents to take home. Parents give incredibly positive feedback. They comment that it is a 'privilege' to be able to send their children to the setting which is like a 'second home'.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff always prioritise children's well-being and safety. Staff receive regular training about child protection and safeguarding issues. The manager encourages staff to discuss safeguarding scenarios frequently. Staff have an extremely robust knowledge and awareness of how to keep children safe and protected from harm. They demonstrate an excellent knowledge of the steps to take, should they become concerned about a child's welfare or the conduct of a colleague. Staff show a precise understanding of the specific safeguarding issues that can affect children with SEND, such as if a non-verbal child was at risk of harm. Staff know the families they work with very well. They are extremely vigilant about any changes, and identify any problems quickly.

## Setting details

<b>Unique reference number</b>	321571
<b>Local authority</b>	York
<b>Inspection number</b>	10233600
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 11
<b>Total number of places</b>	38
<b>Number of children on roll</b>	172
<b>Name of registered person</b>	Funfishers Out of School Club Committee
<b>Registered person unique reference number</b>	RP518353
<b>Telephone number</b>	01904 677870
<b>Date of previous inspection</b>	2 March 2017

## Information about this early years setting

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

## Information about this inspection

**Inspector**  
Julie Dent

## 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 her evaluation of the setting.
- The manager and inspector completed a learning walk where they discussed how the provision was organised.
- The inspector observed activities and the quality of staff's interactions with children. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views and written views provided.
- The inspector sampled some of the provider's documentation, including the safeguarding policy and procedures.
- The inspector completed a joint observation with the manager.

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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