



Fun Explorers

Inspection report for early years provision

Unique Reference Number	EY274673
Inspection date	08 March 2006
Inspector	Susan Jennifer Scott
Setting Address	Gordon Road Junior School, Gordon Road, Rochester, Kent, ME2 3HQ
Telephone number	07764 849667
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Registered person	Fun Explorers LTD
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Fun Explorers Out of School Club was registered in 2003. It operates from two halls and a small room in Gordon Road Junior School, in Strood, Kent. The Club serves the children attending Gordon Road Schools and St Nicolas Infant School.

The setting opens five days a week during school term times. Sessions are from 15:00 to 18:00.

There are currently 50 children from 4 to 11 years on roll. Children attend for a variety of sessions.

There are six part time staff who work with the children. Of these, three are completing early years qualifications to NVQ level II or III.

The setting receives support from an adviser from the local Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The staff promote the health of children adequately. Children learn the importance of appropriate personal hygiene through routines such as washing their hands after visiting the toilet and before preparing and eating snacks. However, they do not wash their hands before they eat biscuits after their day at school, when they start the sessions.

The staff take precautions to ensure that children who are infectious do not attend, thus preventing the spread of contagious illness amongst them. Children are protected by contacting parents if they are taken ill and staff use positive and skilful strategies to take their attention away from their discomfort, such as suggesting their parents would like a drawing when they arrive. Children are able to receive emergency treatment if needed, using written consent which the setting holds. Several staff hold current first aid certificates so are able to administer first aid in the event of an accident.

Children receive regular food and drinks which are prepared and nutritious, such as freshly prepared fruits, warm soup, toast and biscuits. They sit at tables to eat and drink which encourages them to develop healthy eating habits. Children enjoy the social opportunities at snack times and have good conversations with other children and the staff about different foods, such as their favourite fruit. The staff are aware of children's preferences and parental instructions, ensuring that food is prepared appropriately and complies with dietary and religious needs. Children can help themselves to a drink of water or squash at any time.

Children experience a good balance of energetic activity with times for quiet play and rest in the environment. They enjoy varied opportunities to experience a variety of physical exercise, using play equipment such as bats and balls, and playing hockey. Children have regular and frequent access to the outdoor areas and fresh air for a substantial period of the session: usually 30 minutes. This helps them understand the need for regular exercise as part of a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children benefit from playing for much of the time in a spacious environment. However, the small gallery room which serves as a base room does not always allow them to move around safely as it is cramped and is used for storage of some large

equipment. This does not promote feeling of welcome to allow children to settle and relax at the beginning of the session, particularly since some children have to sit on the floor for over thirty minutes.

Children have easy and safe access to toys and resources appropriate for their age. These are carefully selected to ensure they are suitable, and these are checked regularly to ensure there are no broken parts that could harm them. Children are very interested and enthusiastically use the toys and activities on offer.

Children enjoy their play in a safe, fairly secure environment. A risk assessment of the areas used has been completed and most of the necessary steps have been taken to minimise risks. Children cannot easily access rooms or items that could be dangerous. However, there are some pieces of equipment that are not secure, including the toaster and kettle. These are used on tables where children can reach them or possibly knock them over, even though staff are supervising the use of these.

Children are always closely supervised at all times when playing outside. The school site is enclosed but very large; staff ensure children notify them when using areas that are not visible to staff such as the toilets. Although a risk assessment has identified most potential hazards which have been minimised there is no system to ensure that children who use the outdoor, or indoor toilets, return to the main play area if they are not accompanied.

Children's welfare is safeguarded by the staff's understanding of the signs and symptoms of abuse. They are aware of the procedures to follow if they have concerns about a child and there is helpful guidance written in the policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a balance of restful and active indoor and outdoor play and activities. For example, they can complete homework and read their school books to staff if they wish. They also enjoy varied organised games such as hockey and cricket outside.

Children are very happy, relaxed and confident. They approach staff and adults for support indicating good relationships are built. Staff are responsive and positive, making children feel comfortable and valued. Children are encouraged to share their news at the beginning of the session and clearly enjoy and value this opportunity. Children can also take responsibility by electing and participating in the 'council' for the group and having a say in the decisions that are made.

Children relate well to the staff and other children and enjoy close relationships with their peers and adults. They learn important social skills, such as how to organise their own games. Children show good levels of independence and make choices about the activities they become involved in. For instance, they sometimes help with checking the first aid supplies for staff and most of them are keen to be involved in preparing the snacks.

Children enjoy and learn from a varied range of activities. They enjoy access to good quality, stimulating activities and toys which provide balance and challenge, such as the stencils they use for their art, extending their motor skills. The children successfully organise their own imaginative play, using toy tea sets and upturned boxes and bowls for a table and seats outside.

Children enjoy a range of activities that allow them to explore and investigate, tasting fruits and looking, smelling and commenting on the soup made at snack time. They benefit from occasional outings to local playgrounds, parks, and the library.

Helping children make a positive contribution

The provision is satisfactory.

Parents and children benefit from a brief statement about equality and the appropriate individual information recorded which enables the staff to meet their particular needs. For example, children's preferences, dietary and health needs are recorded and used by staff to guide the care of children.

Children enjoy talking about things that are important to them, such as, their home, family and birthdays because the staff recognise and encourage each child's abilities and interests through conversations and activities such as discussing their preferences when they help prepare the snacks.

All children have access to, and enjoy, a good range of resources that promote equality and reflect positive images of diversity, such as dolls, books and dressing up clothes. Children enjoy activities which celebrate varied festivals and different cultures, such as making Chinese New Year cards; and this provides them with a balanced view of society.

Children with special needs and disabilities can participate in activities that can be adapted to meet their needs. Staff have limited experience but an understanding of caring for children with special needs.

Children behave in a very positive and helpful manner at all times. This is because the staff manage children's behaviour in a constructive way. For example, children know the routines and help to clear away toys and resources promptly when asked. Appropriate strategies, according to the age and stage of development, help children understand right from wrong. For example, they frequently receive one to one support, and recognition of their achievements and of good, helpful behaviour.

Staff develop a good working partnership with parents and promote the welfare of the children by spending time discussing their individual needs. Parents are very satisfied with the service they receive and feel it delivers good quality of care for them. A range of information is available to parents including policies and procedures which cover issues such as equality, child protection and behaviour management. Parents also receive informative newsletters about the setting.

Organisation

The organisation is satisfactory.

Children benefit from access to areas both inside and outside which they use. However, space is not always effectively organised, partly because of a failure in communication between the school and the club. There is an appropriate range of resources which are used very successfully to ensure children receive good support to help them feel secure and confident. The provision meets the needs of the range of children for whom it provides.

The register does not clearly differentiate between under and over eights which makes it difficult for the manager to be assured that the correct staff ratio is maintained at all times.

Children's welfare and individual needs are well met by the group who have appropriate records in place to support their understanding of each child. Records are kept confidentially maintaining the child's privacy in all cases, with the exception of the accident records.

Improvements since the last inspection

Since the last inspection a number of improvements have been made to the procedures and policies. For example, the child protection procedure describes types of abuse, staff are aware of the policy and what they should do if allegations are made. Children's records such as accidents and dietary information are accurate and shared with parents. Parents have a regular newsletter and verbal feedback on the provision and can access all policies and procedures which are up-dated as required.

Staff have an awareness of special educational needs and equality which is reflected in the procedures, records and resources which are available.

Complaints since the last inspection

There have been no complaints since the last inspection. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all records, such as those recording accidents are confidential
- ensure that small electrical items such as the kettle and toaster do not pose risks to children when they are used
- establish a procedure so that staff can accurately monitor the children's whereabouts on site at all times
- review the organisation and use of the rooms so that children do not have to wait in cramped rooms for longer than necessary
- develop a procedure to ensure that the ratio of staff to children is clearly maintained at all times.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk