

Fun Explorers

Inspection report for early years provision

Unique reference number EY274673
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Inspector Helen Hutchings

Setting address Gordon Road Junior School, Gordon Road, Rochester, Kent,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Fun Explorers Out of School Club opened in 2003 to serve children attending Gordon Road Infant and Junior Schools and St Nicholas Infant School. The setting opens five days a week during school term time. Sessions are from 15:00 to 18:00. There are currently 55 children from four to ten years on roll, with ten in the Early Years Foundation Stage age range. Children attend for a variety of sessions. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club operates from two halls and a small room in the Gordon Road Junior School premises, in Strood, Kent. The club is accessed by a side door to the school and there is a secure outdoor area. The baseroom, school hall and outdoor area are accessible via one step at the entrance, although the club also uses another outdoor grassed play area which can only be reached via a set of steps.

There are six part time staff. Of these, four have early years qualifications and two are currently upgrading their qualification. The setting receives support from an adviser from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision meets the needs of children in the Early Years Foundation Stage satisfactorily. Children are provided with a safe and inclusive environment, where children of all ages play successfully together. Relationships between staff, children and their parents are warm and mean that children are happy and confident at the club. Children enjoy a good range of activities, contributing well to their health and fitness. Staff discuss the effectiveness of individual events and have a satisfactory knowledge of the club's strengths and weaknesses to continue to make satisfactory improvements, but systems of self-evaluation are informal and irregular.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the club's self-evaluation so that areas for improvement can be identified
- develop partnership working with the infant schools to ensure greater progression in children's learning and development

To fully meet the specific requirements of the EYFS, the registered person must:

- develop the safeguarding policy to include a procedure to be followed in the event of an allegation being made against a member of staff (safeguarding and promoting children's welfare)

31/07/2009

The leadership and management of the early years provision

Child protection procedures meet government regulations and all staff are carefully vetted to check their suitability for working with children. A range of clear policies, including those related to safeguarding procedures, provides valuable information for staff and voluntary helpers. Information about children's individual needs and permission for a range of visits are collected and filed in a way which ensures that staff are aware of how to provide appropriate care. This is used rigorously by staff, for example, checking records before providing emergency medical treatment. However, the safeguarding children policy does not contain the procedures to be followed if there is an allegation against a member of staff. Children's welfare is further protected by a range of risk assessments. The club has recently been given access to more space in the room serving as the club base. Efforts have been made to organise the resources for indoor activities but the area around the sink used for food preparation is cluttered, potentially compromising food hygiene.

Parents and carers are provided with comprehensive information about the club's procedures. This, together with the welcoming atmosphere, contributes to the good relationships with parents and the positive views they hold about the club. For example, a parent said that her child 'hadn't looked back' since joining the club, while another appreciated that the low turnover of club staff has given her children stability and security. The club notice board and informal discussions when children are collected helps to keep parents and carers informed about the club's activities. Parents views have been sought more formally but not for some time. Children's views are sought from time to time, for example, in reviewing special activities and all children are represented on the club's council. However, there are no current self-evaluations being undertaken which can be used to inform future developments.

Senior staff have a good understanding of children's needs and the Early Years Foundation Stage requirements. Most staff have relevant qualifications and some are upgrading these further. Staff undertake training regularly, the most recent being in first aid. Informal links with the infant schools mean that staff have a general awareness of children's learning and try to use this when appropriate, for example, in giving extra support for reading when it is known that a child is experiencing difficulty. There are, however, no formal links to ensure progression in learning and no way in which parents or the schools are making club staff aware of children's achievements or identifying the next steps in their learning.

The quality and standards of the early years provision

Children thoroughly enjoy themselves at the club. One parent remarked that sometimes her child did not want to come home at the end of the session because of the range of activities available. The club's photographic record shows that children are regularly involved in a variety of activities which satisfactorily promote their learning and development and cover the Early Years Foundation Stage areas

of learning. Special events give children plenty of opportunities to 'see how things work', for example, in the woodwork project when children both built artefacts and used screwdrivers and other tools to take things apart. While outside during the inspection, a few children chose construction blocks related to an earlier adult-led activity to construct a high tower. Children particularly enjoyed the club's 'tree-climbing' activity which they contributed to well by deciding on which trees provided varying degrees of challenge and then helped one another to complete a trail matched to individual capability. Children are also involved in a range of craft activities, including wall painting, making dragon boats and face painting. Adults take time to talk to children about what they are doing when they choose activities for themselves. Together with the opportunity to share achievement at the start of the session, this helps staff to understand individual needs and interests, and to plan additional activities to support children's learning and development needs.

Children have good access to fresh air and outdoor play. They are able to choose from a wide range of outdoor equipment and plenty of space for both their own and adult-led games, promoting their physical development well. Whilst mostly children choose to play with children of a similar age, the club's inclusive, family atmosphere means that they also play happily with older children. Involvement in such activities effectively helps children to develop their social skills. Children keep their environment tidy by clearing away their resources when they are finished with them.

Children have a range of healthy snacks and are encouraged to be independent and understand how to keep fit and healthy by helping themselves to drinks when required. For example, they have fresh fruit for tea and all thoroughly enjoyed ice lollies to cool down on an exceptionally hot day. Whilst playing outside, children also choose quieter activities in the shade. Children understand the need to take care of themselves, for example, by wearing sunhats or sharing playground space during ball games. However, the routine of washing their hands before taking food is not embedded well enough. Children understand other routines, which help them to interact with one another and play safely together.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop the safeguarding policy to include a procedure to be followed in the event of an allegation being made against a member of staff (safeguarding and promoting children's welfare)

31/07/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- develop the safeguarding policy to include a procedure to be followed in the event of an allegation being made against a member of staff (safeguarding and promoting children's welfare)

31/07/2009