

Fun Explorers

Gordon Road Junior School, Gordon Road, Rochester, Kent, ME2 3HQ

Inspection date	12/10/2012
Previous inspection date	03/07/2009

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children demonstrate they feel very safe in the setting. They move confidently around and adapt activities for themselves.
- Children enjoy a variety of activities that support their learning in other settings, because staff discuss their needs with their teachers.
- Staff promote regular exchange of information with parents in order to meet children's individual needs.

It is not yet good because

- Staff do not promote positive and calm behaviour with the use of quiet activities such as board games. They do not organise the room to include calm areas to rest in.
- Children do not engage in regular activities that promote their personal, social and emotional development or their communication and listening skills. For example, using books and engaging in small group work.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the provider
- The inspector spent time observing and talking to children at their activities
- The inspector spoke to parents
- The inspector sampled records and documentation

Inspector

Linda Coccia

Full Report

Information about the setting

Fun Explorers Out of School Club registered in 2003. The club operates from a large hall and a small room in the Gordon Road Junior School premises, in Strood, Kent. Access to the club is by a side door to the school and there is a secure outdoor area. There are stairs within the school to allow access to the base room. The club also use another outdoor grassed play area, which can be reached via a set of steps. The club serves children attending Gordon Road Infant and Junior Schools and St Nicholas Infant School. It is owned and operated by Fun Explorers Ltd. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club

opens five days a week during school term time. Sessions are from 3pm until 6pm. There are currently 43 children from four years to 10 years on roll. Of these, seven children are within the early years age range. The club offers complementary care to those children in the early years age group who are in full-time education. Children attend for a variety of sessions. There are five part-time staff, including the provider. Of these, two have appropriate early years qualifications at National Vocation Qualification level 2 or above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop methods to support children's learning in their personal, social and emotional development and their communication and listening skills by a) providing areas in which children can sit and chat with friends, such as a snug den and cosy spaces; b) planning more calming activities in the hall, such as board games and books.

To further improve the quality of the early years provision the provider should:

- provide more opportunities to identify and discuss behavioural boundaries with children, so that they understand why they are there and what they are intended to achieve.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The provider has a suitable impact on children's learning and progress and is able to satisfactorily support children to acquire skills and help them develop. She provides a satisfactory educational programme covering all of the areas of development. Some aspects of the programme are good. For example, children learn about different races and cultures during 'Black History' month. This helps them to learn respect for each other's differences. Staff have a suitable knowledge of children's expected levels of development and the assessment of children's progress. All children, regardless of age, have the choice to take part in any activity. However, the current organisation of the environment does not enable children to easily access the full range of resources and activities available.

Children are enthusiastic in their physical play activities both indoors and outside. They really enjoy games with the hockey sticks and tennis racquets, as well as the team games with parachutes. Children happily chatter to staff as they engage in adult-led activities, but

do not have many opportunities to engage in small group work with children of similar abilities. Children listen to instructions when learning crafts such as knitting. They are also creative with the range of different craft mediums available and enjoy making displays of their work. They enjoy dressing up for occasions such as Halloween, where face painting is a firm favourite. The younger children develop self-confidence as they play tabletop games with the older ones. They learn to take turns and develop an understanding of rules of individual games. Children learn about cultural differences as they engage in a variety of festivals and celebrations. However, the use of books is limited because the books are displayed in the base room and not available in the main play area. Therefore, children do not have regular opportunities to practise their reading and story telling skills. All children enjoy construction activities. They utilise the large wooden bricks to invent games or construct tracks for cars. Most activities are used in the hall. However, the hall's acoustics make everything sound very loud and chaotic. The provider does not encourage the use of calming activities and quiet areas in the hall, which in turn does not support effective communication between staff and children. Overall, children have access to a suitable range of activities to support their learning.

The contribution of the early years provision to the well-being of children

The provider has well established procedures to welcome and settle children into the setting. Children are involved in these good processes and advise staff about their interests and what they can do. New children buddy with an older child who helps them settle in, to learn routines and to get to know what is available to play with. This means that children soon feel emotionally, as well as physically, part of the club. All staff are active in caring for and supervising all children, which means that they get to know all children, and their families, well. They develop good relationships with children through small group activities and one-to-one situations. Children happily seek out staff to help sort out any difficulties and sometimes to referee any disputes. This shows children have confidence in staff and feel safe with them. The practitioners are good role models; always using please and thank you when talking to children. Children demonstrate care and concern when others are upset and in sharing their toys and equipment. Occasionally, children get a bit boisterous and receive reminders to think of the safety of others. This occurs particularly in the physical play area in the hall. Although children are involved in setting rules for their general behaviour, but they have not been involved in setting boundaries relevant to the different play areas. This means they do not always modify their behaviour appropriately when using the different rooms.

The provider considers children's safety to be a high priority. She carries out good regular risk assessments of the premises. This is particularly important now that children have to negotiate a set of stairs to reach their base room. Children are good at managing risks in the outdoor areas. They carefully negotiate steps to the upper area and are cautious on the slope in the lower area. The base room is a very welcoming environment for the children. They are able to decorate it as they want and have made it their own. It is used for snack and tea time, as well as small groups of children accessing activities. This helps foster children's growing independence and co-operation.

The children learn about being healthy. They demonstrate this in the posters they have made about healthy eating. Overall, they eat food which is healthy and nutritious, with the occasional chocolate biscuits offered. They engage in a good range of daily physical activities outside and understand they need to rest during bouts of physical play. Children enjoy a healthy lifestyle at the club.

The effectiveness of the leadership and management of the early years provision

The provider has a suitable understanding of her role and responsibility in protecting children. The provider has revised her procedures since her last inspection to include procedures regarding allegations made against staff. All staff are trained in safeguarding procedures. Parents can see a shortened version of the policy displayed on the base room wall. The provider maintains her regulatory paperwork well and advises parents of her complaints procedures. Visitors sign the visitor record. The staff are vigilant in ensuring children are only collected by nominated people. Children are secure at the setting. The provider holds regular meetings with staff to discuss their development and training needs and encourages them to keep up to date with first aid and child protection, through training.

The provider and staff have a suitable understanding of how children learn. The provider offers complementary care for children within the Early Years Foundation Stage. This means that for the children within the early years age range are provided with support for their learning at school. Staff exchange information with reception class teachers during the daily collection of children and at planned meetings to discuss children's progress. These enable staff to concentrate on the provision of appropriate activities for children to continue to develop in the prime areas of their learning. The provider explains how further procedures are in place to work alongside other health professionals should the need arise. The provider carries out a satisfactory evaluation of her service. She uses views of staff, parents and children to help her suitably identify strengths and weaknesses. She has an appropriate improvement plan in place, which has a number of new entries regarding the recent changes of rooms. The provider has completed recommendations made at her last inspection. This demonstrates she has made a concerted effort to improve the provision and outcomes for children.

The provider works closely with parents to enable her to cater for the needs of individual children. Parents report they are happy with the setting and how it operates. They also report that their children are happy and eager to attend, saying that 'sometimes they do not want to leave'. Parents receive daily verbal updates from staff about their children's time at the club. The staff also passes on any information received from school. Parents exchange information about things that happen at home. Children benefit from these exchanges because the provider has a greater understanding of their home lifestyles.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**
 The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY274673
Local authority	Medway Towns
Inspection number	814638
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	43
Name of provider	Fun Explorers LTD
Date of previous inspection	03/07/2009
Telephone number	07764 849 667

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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