

Funzone

Letchworth Garden City Community Project, Mrs Howard Memorial Hall, Norton Way South, Letchworth Garden City, Hertfordshire, SG6 1NX

Inspection date	17/12/2012
Previous inspection date	18/10/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
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		2

The quality and standards of the early years provision

This provision is good

- Children build good relationships with other children and adults because the staff introduce activities that help them to consider the feelings of others around them.
- Children are confident and motivated to learn. This is a result of, and enhanced by, the good teaching of the staff, who provide an environment where children may explore freely.
- Staff offer an inclusive and welcoming club for all children. They work closely with other agencies where needed and, as a result, all children are included and their needs are met.
- The club is well organised with effective policies and procedures that ensure that children's well-being is assured and they are safe.

It is not yet outstanding because

- Continuity of learning and development is not fully supported because there is limited communication and sharing of information between the club and other settings delivering the Early Years Foundation Stage.
- Children do not receive a broad diet that consistently offers a range of healthy food, and therefore fail to develop a clear understanding of the importance of a nutritious diet.

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 observed activities taking place and spoke with the owner, managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at a selection of policies, procedures and documentation displayed on the notice boards and in files.
- The inspector carried out a joint observation with the manager.

Inspector

Lynne Talbot

Full Report

Information about the setting

Funzone was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a community hall in Letchworth, Hertfordshire. The provision is owned and managed by a private organisation. It serves the local and wider area, and serves all schools in Letchworth. The provision is accessible to all children. There is an area available for outdoor play.

The provision employs ten members of childcare staff, including managerial staff. Of these, eight hold appropriate early years qualifications between level 2 and level 6. The

provision opens Monday to Friday during school term times. Sessions are from 7.45am to 9am, and from 3m to 6pm. During school holidays the provision operates from Monday to Friday from 8am to 6pm. Children attend for a variety of sessions. The provision does not offer care for children under three years of age. There are currently 90 children on roll, 30 of whom are in the early years age range. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- improve communication with other settings delivering the Early Years Foundation Stage to ensure that there are regular opportunities to share information about children's learning and development to support continuity in their learning
- encourage children to eat a healthy range of foodstuffs and understand the need for variety in food by continuing to broaden the menu offered, ensuring that all major food groups are included.

Inspection judgements

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

Children arrive at the club each day eager to share their news and begin playing together. They settle quickly and place their coats and bags in the containers provided. In these actions the children show that they feel a sense of belonging at the club. Members of staff working directly with the younger children successfully monitor children's interests and recognise what they can do to enhance their learning and all-round development. For example, they involve children in group games with older and younger children to enhance their self-confidence. Planning of activities, and staff skills in teaching, ensure that children are provided with a broad range of activities. This helps them to continue making good progress across all areas of learning and development.

Children communicate very well and express their needs and ideas clearly through play. For example, children organise drawing competitions for each other and decide on, and provide, prizes for other children. They write with confidence using a wide range of resources available to them to increase their skills. They independently write inside the cards that they make, develop posters together, and write lists during their group role play games. In this way they show that they are increasing their writing skill and their vocabulary. Children work collaboratively together for long periods and develop games.

For instance, children initiate a project to design a car. This leads to some children using drawing materials, others using small construction blocks, and some children using nuts, bolts and solid connector pieces. They share resources and take turns to use materials. These activities are supported by the staff group, who understand that children become deeply involved in projects that are linked to their interests.

Children develop their imagination and engage in role play together. They create 'dens' and 'camps' spontaneously using blankets and cushions. Staff understand that play is a key opportunity for children to think creatively, solve problems and link ideas. They play a key role in the play by offering new materials and the space for them to extend their play. Children find ways to solve problems when their structures collapse and they introduce new materials to make them more sturdy. Consequently, they are beginning to use mathematics for a practical purpose and work together on group projects, enhancing social skills.

Children's physical development is supported well because the staff encourage them to play outdoors and use the larger indoor hall for movement. When playing team games they gain an understanding of rules and boundaries, and recognise how to win and lose gracefully. Children love to play charades and increase their self-esteem and confidence when they act characters or roles in turn. Children develop their own physical games, showing initiative. For example, they make tools from construction pieces and organise a game of 'ice hockey' on the floor. This is supported by staff, who respect children's ideas and encourage them to take risks with new ideas. Overall, the play facilities allow children to use and complement the skills and knowledge that they have already acquired.

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

Children are interested in all the activities available to them and relate very well to their peers, staff and new adults. Staff spend time talking to, and playing with, the children and support their interaction. Key persons gather useful information about their key children and make observations on them in order to plan for their next steps and promote learning. Key persons are generally the people who collect children from school. They chat with them on the journey to the club to gauge how their day has been. Consequently, staff have a good awareness of the types of activities to offer to children at the end of the day.

Children behave well at the club, demonstrating an understanding of the agreed boundaries and expectations. This is enhanced by regular projects that focus on personal, social and emotional development, and the rights of everyone. For example, displays show the works developed by children that focus on anti-bullying, whereby children become aware of the effect of their behaviour on others. Children demonstrate that they consider the feelings of others. For instance, when they make baubles to decorate the Christmas tree and write their wishes on them, they include wishes such as 'I want all the children to be happy'. Children show a sensitivity to others' needs and feelings because they are encouraged to think about others.

Children independently meet their own basic personal hygiene needs and wash their hands before snacks or meals without needing to be prompted. They help younger

children to carry their plate of food from the kitchen to the table and clear their own cups and plates away after eating. Children enjoy fruits and vegetables, alongside biscuits, with their snacks and their special dietary needs are met appropriately. However, the menu, rotated every two weeks, is limited and does not provide a broad range of nutritious foods. The club is seeking feedback from parents and children to help them to plan a more nutritious menu but this is not yet completed. Hence, at present the menu provided does not demonstrate to children the importance of eating a healthy range of foodstuffs to support good health.

Children learn to keep themselves safe through daily routines and staff guidance. They learn to take risks within a safe environment when they move equipment to develop their play. Routine evacuation is completed and this enhances children's understanding of personal safety. Staff support children's transitions from one class in their schools to another, or from one school to another. They speak with all children about school and help them to learn from each other's experiences. This results in an increase in children's confidence within new situations.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the management team. They lead the staff team well and implement procedures that promote good care, learning and development. Regular staff meetings and appraisals are used to review all areas of practice. Staff take part in training and development programmes that enhance their knowledge and improve the service provided for children. The management team are available to meet with staff whenever they have issues to clarify; this ensures that they have access to expert advice if necessary. New staff benefit from thorough induction processes, supported by a staff handbook, to help them to quickly become valuable members of staff. Policies and procedures are effective in maintaining clear partnerships with parents and protecting children.

There is a robust understanding of safeguarding children throughout the staff group. Regular training ensures that staff are aware of the procedures to report any concerns to the Local Safeguarding Children's Board. Rigorous employment procedures are in place to ensure staff are suitable to work with children. Consequently, children are protected. Parents are provided with full details of all policies, including the procedure for raising concerns or complaints. This establishes a clear working partnership. The managers work closely with other agencies to support children's well-being, where this is needed. Children are well supervised when being transported to and from their schools, and when playing outdoors, to ensure that no person may have access to them. Consequently, children are safe. The security of the premises is well maintained. Detailed risk assessments are completed each day to eliminate hazards and risks to children's health and well-being.

Parents are actively involved in the club. They receive very regular newsletters that keep them fully informed of current events and proposed changes, and the impact they are expected to have. For example, plans to address the recommendations, following inspections, are made available to parents and this helps them to be fully involved in all

improvements. The management team continue to make improvements as a result of evaluation. For instance, a new mini bus allows children from different schools to be collected together. This improves efficiency and safety for children. The management team work closely with staff to review all sessions. In this way they identify and recognise priorities and plans for improvement.

Parents are complimentary about the care received by their children and receive a daily exchange of information. They comment that they would 'recommend the club to anyone'. Furthermore, they love the fact that 'children make friends with children from many different schools'. There are, however, less well-established arrangements to share information with class teachers at the different schools that children attend. This means that key persons do not have a full picture of what children have already achieved in their learning and development and cannot fully support continuity of learning while at the club.

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
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	EY344365
Local authority	Hertfordshire
Inspection number	893958
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	40
Number of children on roll	90
Name of provider	Funzone
Date of previous inspection	18/10/2012
Telephone number	07870 168308

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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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