

The Fun Box

Holy Trinity, Carlton Road, BARNSELY, South Yorkshire, S71 2LF

Inspection date

Previous inspection date

04/12/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The practitioners fully understand the arrangements for safeguarding and they are confident in their convictions that they will be able to implement them effectively. This ensures children are safeguarded.
- The systems that assess and identify children's next steps are clear and concise. This enables practitioners to plan effectively for children's individual learning needs. This ensures children continue to make good progress.
- The quality of teaching is rooted in the practitioners knowledge and understanding of how children learn. As a result, the support they offer complements what children are learning in the settings where they spend more time, such as school.
- The provider has systems in place to monitor and review practice. This ensures practice remains good and as a result, children continue to make good progress.

It is not yet outstanding because

- There is scope to enhance the already good partnership with parents with particular regard to the arrangements for sharing information between the two settings children attend.
- There are fewer opportunities for children to begin to know about different ways of life, in particular different cultures and religions.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the classroom, carried out a joint observation and held discussions with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and discussed the provider's self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

June Rice

Full report

Information about the setting

The Fun Box was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Holy Trinity School near Barnsley and is privately owned. The setting provides wrap around care for pupils at the school. It operates from one classroom and has the use of the main hall and outside play area.

The setting employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one a level 2. The setting opens Monday to Friday in term time only. Sessions are from 7.30am until 9am and from 3pm until 6pm. There are currently 72 children on roll, of whom 14 children are in the early years age group.

What the setting needs to do to improve further

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

- help children to become more curious about people and their ways of life, for example, by providing further non-stereotypical resources, which offer positive images of all children including those with diverse cultural and religious backgrounds
- enhance further the involvement of parents by providing information about how they can become more highly involved in working together in order to support their children's progress.

Inspection judgements

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

A good range of resources and activities are provided that take account of children's individual interests and capabilities. For instance, there are books, jigsaws, construction activities, board games, craft activities and resources to support imaginary play. Children make good use of these resources, which they select independently. The ethos of the setting is based around children having control over what they wish to do after a busy day at school. Some children choose to relax with an electronic game playing against their friends, others enjoy creating with small construction pieces, while a number of children are immediately drawn to the craft activities. Many activities are linked into what children are learning in school. Children are observed to be well motivated by this and are keen to carry on working on things that interest them. For example, children are currently making book marks linked to the celebration of Christmas. However, there are less opportunities for children to begin to know about different ways of life in particular different cultures

and religions throughout the world.

Teaching is predominantly focused on children's personal, social and emotional development, communication and language and physical development. Practitioners are interested in what children are doing and skilled at knowing when to intervene. For example, they demonstrate how to play a strategy game and gently support the younger children playing against the older children. As a result, all children feel a sense of achievement and are suitably challenged. Practitioners are skilled at promoting children's communication and language skills. They use open-ended questions to encourage children to describe what they are doing. Children react very positively to the interest shown and as a result, often hold lengthy conversations with practitioners. Consequently, children grow in confidence and continue to develop their communication skills.

Practitioners have high expectations for children and demonstrate a good knowledge and understanding of how children learn. Planning takes full account of what children are learning at school and is based around their next steps in learning as identified by their teachers. As a result, children continue to make good progress. There are good systems in place to promote partnership working between parents, school and the setting. Parents share detailed information about children's health and dietary needs, their interests and skills. Practitioners work closely with school to ensure children's individual needs are met very effectively. As a result, children continue to make good progress.

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

Children are happy, very settled and have developed good relationships with practitioners. They show they feel safe and are clear about who they would go to if they were upset. This shows that they feel safe. The key person system ensures children's needs are met because good information is gathered from parents about their child's individual needs. Children are taught to develop an understanding of dangers and how to stay safe through their daily routine, activities and boundaries. They are familiar with the emergency evacuation and learn how to use tools, such as scissors correctly. Practitioners are consistent in the strategies they use to teach children about acceptable behaviour and work closely with parents and school. As a result, children learn to cooperate and work together and learn how to behave in ways that are safe for themselves and others.

Health and well-being is well promoted by practitioners. There are robust systems in place to record accidents, injuries and medication that is administered. Children play football, rounders, games of hopscotch and outdoor chess. They take indoor resources outside and enjoy making dens. These opportunities teach children about the importance of fresh air and exercise and help them to develop their personal, social and emotional skills as they learn to join in with other children. Children are provided a light snack, water and juice and enjoy the social aspect of sitting together and talking during snack time. Children wash and dry their hands thoroughly before eating and after using the toilet. This helps teach children the importance of good hygiene practices. The setting is placed within the school children attend. This helps children's transition between the two settings as they quickly become familiar with the setting and its practitioners.

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

The practitioners demonstrate a good knowledge and understanding of the correct procedure to follow if they have a safeguarding concern. There is a clear safeguarding policy, which guides and informs practice, as well as providing information to parents of practitioners' legal roles and responsibilities. The provider understands her responsibility to ensure that Ofsted are informed of any significant events or any allegations of serious harm. Robust recruitment procedures ensure practitioners are suitable to work with children. Risk assessments are carried out before children arrive in order to identify possible hazards and ensure the environment, resources and equipment are suitable for use. This means that children are kept safe. All required documentation is in place and includes procedures to be implemented in the event of lost and uncollected children.

The provider monitors the quality of teaching and its impact on children's learning. This ensures that any training needs are identified. There is an awareness of the responsibility to liaise closely and work with parents and other professionals in order to support children and their families should they need it. Parents comments are positive and very complementary about the setting and its impact on children's well-being. However, some parents are not aware of how closely the setting works with school to help support children in their development. As a result, parents are not as highly involved as they could be.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY460876
Local authority	Barnsley
Inspection number	924731
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	72
Name of provider	Christine Juli Bedford
Date of previous inspection	not applicable
Telephone number	07540530947

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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, which are usually the childminder's 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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