

# Funtasia Kids Clubs Limited- St Pauls



St. Pauls Centre, Huddersfield Road, STALYBRIDGE, Cheshire, SK15 2PT

<b>Inspection date</b>	9 September 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is outstanding

- The management team has an uncompromising drive to achieve extremely high standards across all aspects of the setting.
- The management team has rigorous systems in place to expertly support the practice and professional development of the staff. For example, a robust induction package and regular observations of staff performance help to ensure the quality of teaching is consistently high and improving rapidly.
- Staff monitor children's progress meticulously and use this information to ensure children make excellent progress in their learning and development. Highly effective interventions are put in place quickly to support children where extra help is needed. For example, staff support children to learn their letters and sounds to support their work in school.
- All children show they are actively engaged in learning. They concentrate and are deeply involved in a wide range of inspiring activities. For example, they create time capsules recording their name, age and height and think about what they aspire to be in the future.
- The staff have exceptionally high standards for behaviour reinforced by excellent systems to celebrate children's achievements. Older children support younger children exceedingly well and they listen carefully to each other and adults at all times.
- Highly effective partnerships with parents and school lead to excellent outcomes for children. For example, initial meetings with school teachers help to establish children's starting points in learning and joint targets to work on. This provides a wealth of information for staff to skilfully meet children's individual needs.

## What the setting needs to do to improve further

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

- continue to build on expert knowledge in order to maintain the highest standards of care and teaching that continually promote excellent outcomes for children.

### Inspection activities

- The inspector had a tour of the areas used by the setting.
- The inspector observed a range of activities and observed the children and their interactions with staff.
- A range of documentation was examined, including children's records, policies and procedures, risk assessments and the setting's self-evaluation.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The management team is highly innovative and has a clear vision for the future. The team completes a detailed and rigorous evaluation of the setting to target improvements swiftly. Parents, children and staff all actively contribute their views. For example, parents' questionnaires are analysed and discussed in staff meetings to devise clear actions and identify new priorities. The management team is passionate that professional development is vital for maintaining outstanding outcomes. Staff discuss and evaluate training they attend. For example, after learning strategies to support children's communication, they allow children more time to answer questions and develop their thinking skills. The arrangements for safeguarding are effective. Daily health and safety checks are completed to help keep children as safe from harm as possible. Meticulous risk assessments are carried out for the school route and any outings, such as the park. Staff understand what action to take if concerned about the welfare of a child and show excellent knowledge of child protection procedures. Comprehensive policies support staff to understand wider safeguarding issues, for example, how to reduce possible risks posed by social media.

### **Quality of teaching, learning and assessment is outstanding**

Staff have an excellent understanding of the early years foundation stage. Teaching is extremely responsive to children's individual needs and of a high quality throughout, including very new members to the team. Children are motivated and excited to learn through a vibrant range of activities. For example, children develop their imaginative skills while being customers and shopkeepers in the pretend ice cream parlour. They confidently use their literacy and numeracy skills to write orders and calculate how much money they need to pay. Topics ignite children's interest and their own ideas are incorporated into planning through children's meetings. Planning is thoroughly reviewed and monitored to ensure it covers key areas of learning. Staff compile high-quality observations and clearly identify what children need to learn next. Highly successful strategies engage parents in their children's learning. For example, home learning resource bags offer a range of games and parents are encouraged to take part in community events, such as a local carnival. Parents are kept extremely well informed about their children's learning through verbal discussions, newsletters and the introduction of a new online system.

### **Personal development, behaviour and welfare are outstanding**

Children gain very strong foundations for their future learning. Children's personal, social and emotional development are positively nurtured, for example, through regular circle time sessions, children's meetings and a large variety of group games and activities. Children serve their own snack, choose their own activities and are given time to develop new skills themselves. This supports children's growing independence exceptionally well. Children love to be outdoors and enjoy playing football, team games and visiting a wide range of places in the local area. This successfully promotes children's physical well-being. Children's behaviour is exemplary. They display positive behaviour, sensitively supported by caring staff and celebrated through an effective reward system. For example, children earn points in a team to achieve a prize at the end of the week. Furthermore, older children are appointed as 'fun stars' to help look after the younger children.

## Setting details

<b>Unique reference number</b>	EY482734
<b>Local authority</b>	Tameside
<b>Inspection number</b>	993180
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Funtasia Kids Clubs Ltd
<b>Registered person unique reference number</b>	RP910302
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 250 50 51

Funtasia Kids Clubs Limited- St Pauls was re-registered in 2014. The club is situated in Stalybridge, Manchester. It is managed and privately owned by Funtasia who operate another four out-of-school clubs within the area. The club serves children who attend St Pauls, Wild Bank Primary School. The club employs six members of childcare staff. Of these, five hold appropriate early years qualifications at levels 3 or 2. The out-of-school club opens from 7.30am until 9am and from 3.15pm until 6pm on Monday to Friday during term time. The provider now offers pre-school sessions Monday to Friday from 9am until 12 noon.

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