

# Inspection of Fun Times Activity Club

St Anthony Of Padua Primary School, Sands Road, Liverpool L18 8BD

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Inspection date:

12 December 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff happily welcome children to the setting after their school day is finished. They count children upon arrival and chat to children about their day. Children demonstrate their independence and willingly help staff during the session. They wash their hands and line up patiently to prepare their own snack. Children behave exceptionally well, they learn how their actions can impact others. For example, older children buddy up with the youngest children who attend. They offer support if needed. This approach helps younger children feel valued and confident.

Staff are excellent role models for children. They are polite, warm and friendly. Staff skilfully meet children's individual needs. They promote independence but are on hand to offer support when needed. Staff have clear expectations that align with each child's age and stage of development. They plan a range of exciting activities to ignite children's excitement and interest when they arrive. For example, children become very engrossed as they construct tall towers from blocks. Children and staff laugh as they play football outdoors. Other children enjoy making Christmas lanterns for their families. They carefully decorate glass jars and are keen to show each other their creations. Staff praise children's efforts and children are proud of what they have achieved.

### **What does the early years setting do well and what does it need to do better?**

- Staff know children well. Children have a designated key person. This helps to ensure that every child's well-being, safety and interests are met. The strong relationships that staff build help to develop children's self-esteem and confidence.
- Children help to create the setting rules. This means they understand expectations and eagerly follow routines. Children sign in when they arrive and have a designated place to leave their coats and bags. They serve their own food, freely accessing snacks and tidying up afterwards. This builds on children's independence skills and fosters a true sense of belonging.
- Snack times are social occasions, when staff and children clearly enjoy each other's company. Children happily chat about their experiences at the setting and what they enjoy most. This helps children's personal and social development and supports them to build relationships with children and adults.
- Staff help children to learn how to prioritise their own safety. For example, they inform staff if they are going to the toilet. Children proudly tell visitors they must follow the rules and listen to staff, especially if they want to play outdoors. This helps children to understand how to keep themselves safe.
- Children have many opportunities to be physically active. For example, they enjoy a yoga session in the hall. Staff ensure children have an abundance of

time to play outside, where they can enjoy the many benefits of fresh air. This helps to promote their physical development and well-being.

- The setting has excellent links with the host school that all children attend. Club staff are a valued part of the school community. They often support younger children within the school day. Children explain club staff accompany them on school trips and even attend some special events, such as performances. This approach gives children a sense that they are valued.
- Parents appreciate the effort that staff make to get to know their children. They explain that their children are safe and happy. Parents comment that the setting is 'fantastic' and that children form 'strong bonds' with the staff. Parents value that the club both gains and shares a wealth of information with school. This ensures the setting confidently meets children's individual needs and provides continuity of care.
- Staff are committed to ensuring that the setting is welcoming and inclusive for all. Children with special educational needs and/or disabilities receive exceptional support. Staff work closely with parents and school staff to make the experience of every child positive. They implement specific strategies to enable all children to access and enjoy the full range of activities. Children thrive in this nurturing setting.
- The setting's leaders have high aspirations. They want the setting to provide the very best experiences for children and families. Leaders and staff work well together as a team. Managers use supervision meetings to give staff specific feedback and implement a programme of professional development. This approach ensures staff are supported to provide children with the best possible experiences at the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY539617
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10364259
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Fun Times Activity Club Ltd
<b>Registered person unique reference number</b>	RP539616
<b>Telephone number</b>	07932537655
<b>Date of previous inspection</b>	9 January 2019

## Information about this early years setting

Fun Times Activity Club registered in 2016. The club employs six members of staff. Five staff hold appropriate qualifications at level 3 or above. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 8.45am and from 3pm to 6pm.

## Information about this inspection

### Inspector

Deborah Magee

## Inspection activities

- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The manager talked to the inspector about the provision at the club and how they want the children to benefit.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the setting with the inspector.

We carried out this inspection 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.

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