

Inspection of Funky Friends Link Club Ltd

St Michael's Parish Hall, Chapel Lane, Burtonwood, Cheshire WA5 4PS

Inspection date:

13 March 2025

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are extremely happy and relaxed in this setting. Staff walk to the nearby school to accompany children back to the setting. Children eagerly enter and are excited to find out which activities are available. There are a wealth of activities that children enjoy accessing, such as art and craft, sports activities, team games and board games. Children are able to make their own choices and show high levels of independence, demonstrating they feel settled and secure.

Staff are excellent role models. Children independently seek out staff to invite them to join in with their play. Interactions between adults and children are extremely warm and nurturing. Children enjoy humorous exchanges with staff and laugh throughout their discussions as they talk about their day. Staff give gentle reminders of behaviour and help children to understand the expectations and boundaries of the setting. As a result, children feel empowered to share their ideas, listen carefully to one another and are respectful towards adults and their friends.

Children make independent choices from a wide variety of activities. They enjoy playing football with staff, make bracelets, play board games and compete against one another at a darts game. Children's ideas and opinions are incorporated into activities. Children are extremely active and enjoy accessing a wide range of activities, which are fun and engaging.

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

- Staff offer activities which help children in their overall learning and development. For example, children enjoy playing games which promote their thinking and problem-solving skills. Children apply this knowledge to real-life situations. For example, they independently develop score cards as they play darts and add up the score for their friends. Children develop high levels of confidence and learn important life skills.
- Staff care for children with special educational needs and/or disabilities (SEND). They work closely with parents and teachers to understand children's individual needs. Staff also care for children who speak English as an additional language. The individual needs of all children are carefully considered. This supports children to access all activities and develop their confidence as they build their social skills.
- Healthy lifestyles are promoted at the setting. Children ensure they wash their hands before eating and enjoy a range of healthy snacks. Children learn about the importance of good oral health through role-play activities. They dress up in lab coats, study models of teeth and have the opportunity to look at dental x-rays. This helps children to understand the importance of leading a healthy

lifestyle.

- Staff have developed strong partnerships with parents. They share information about the types of activities children have enjoyed, what they have eaten and any skills they may need support with at home. Parents are very complimentary about the care their children receive. They state that 'staff provide exceptional care' and that 'my child's day will always end well if they attend, they are amazing'. These partnerships help to provide a consistency of care for children.
- Partnerships with other professionals are proactive and meaningful. Staff meet regularly with staff from the school to discuss children's needs and ensure that support is consistent and supportive for all children. School share their planning with the setting. This means that activities at the setting do not repeat activities in school. Activities complement learning in school and ensure that children have the opportunity to revisit and practise their developing skills.
- Staff work very closely together and share the same vision for the setting and the care they provide children. Staff are supported through regular meetings, discussions and feedback on their practice. Leaders value continued professional development. Staff attend training opportunities to develop and refresh their skills. This has a positive impact for children, as staff share the same knowledge which supports consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2701193
Local authority	Warrington
Inspection number	10372466
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 12
Total number of places	24
Number of children on roll	52
Name of registered person	Funky Friends Link Club Limited
Registered person unique reference number	RP530072
Telephone number	07920460757
Date of previous inspection	Not applicable

Information about this early years setting

Funky Friends Link Club Ltd registered in 2022 and is in Burtonwood. It is operated by a limited company. The setting employs three members of childcare staff. Of these, one holds qualified teacher status, one holds a qualification at level 3 and one member of staff is unqualified. The setting opens from Monday to Friday. In term time, sessions are from 7.30am to 9am and 3.15pm to 6pm. The setting operates a holiday club from 8am to 4pm.

Information about this inspection

Inspector
Elisia Lee

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager spoke to the inspector about how staff support and care for children.
- Children spoke to the inspector about what they enjoy doing while at the setting.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager and staff team about the leadership and management of the setting.
- The inspector spoke to parents during the inspection and read their written feedback to take account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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