

Candystripe. Inc @ Gledhow Primary School

Inspection report for early years provision

Unique reference number	512740
Inspection date	18/05/2009
Inspector	Jennifer Firth
Setting address	Lidgett Lane, Roundhay, Leeds, LS8 1PL
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Candystripe. Inc opened in 1995. It is one of a chain of groups managed by Candystripe. Inc. It operates from a sectional building in the grounds of Gledhow Primary School in the Roundhay area of Leeds. Candystripe. Inc at Gledhow Primary School serves the families of Gledhow Primary School. There is a secure area for outdoor play. There are currently 51 children from four to eleven years on roll. The group opens five days a week during term time. Sessions are from 15.00 until 18.00. Children who have learning difficulties and/or disabilities and those who speak English as an additional language are made welcome. There are three staff, all of whom have relevant childcare qualifications. The provision is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register for a maximum of 26 children.

Overall effectiveness of the early years provision

Provision for children in the Early Years Foundation Stage is good. Children are happy and settle with ease in the welcoming and inclusive environment of the club. Children are safe and their welfare is promoted well. Staff ensure that policies and procedures are followed effectively to meet the needs of all children. Staff plan a range of enjoyable activities and carry out regular observations; however, systems for assessing children's progress are at an early stage of development. Effective self-evaluation procedures clearly identify areas for improvement and a commitment to improve further. The setting has addressed the issue identified at the last inspection.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop assessments further to ensure that individual children in the Early Years Foundation Stage are given opportunities to move on to the next stage of their learning.

The leadership and management of the early years provision

The setting is well led and managed. Robust recruitment and vetting procedures ensure staff are suitably qualified for their respective roles. Clear policies and procedures inform staff of their roles and responsibilities. Regular risk assessments are carried out, and medical and first aid procedures are well documented. Registration of children at the beginning and end of each session is efficient. Staff hold suitable first aid certificates and this supports children's health and safety well. A key worker system is in place and this ensures that the learning and development needs of the children are promoted.

The setting's procedures for regular self-evaluation of its effectiveness and how

this ensures continuous improvement are good. The setting values the views of the children and seeks to offer regular opportunities for children to share what they enjoy at the setting and to contribute ideas for making activities more interesting. Regular staff appraisals take place and staff are encouraged to attend relevant training to further their knowledge and understanding of the developmental needs of children in the Early Years Foundation Stage.

There are good relationships with parents who speak highly about the quality of provision. Staff are always available to chat with parents as they arrive to collect their children at the end of the session. Policies and procedures are shared with parents and information about planning is displayed on the notice board in the hallway. Good links with the school ensure that information about children's progress is shared and the setting works well with external agencies to ensure that the needs of all children are met. Inclusion is promoted well.

The quality and standards of the early years provision

Happy and enthusiastic children arrive at the setting and quickly settle into the routine. On the whole, planning covers the six areas of learning and children are able to make choices about what they want to do in the relaxed atmosphere of the setting. Regular observations take place and more recently detailed planning and assessment strategies have been introduced. However, they have yet to be used systematically in order to identify the next steps in the children's learning.

There is a wide range of suitable resources that the children are able to use, but the range of activities provided is limited as there is a shortage of storage space. Mark making materials are freely available. Children use scissors sensibly and use weaving skills to make attractive patterns using strips of cut paper. Seasonal themes are followed and children celebrate a variety of religious festivals and customs such as Chinese New Year. They fundraise for charities such as Children in Need and there are opportunities to explore other cultures as they look at foods from other countries. Games and activities are suitably used to promote early mathematical skills and a wide range of storybooks encourages children to develop early literacy skills. Children are keen to express themselves and their ideas because staff use appropriate questioning and discussion techniques to help children think and solve problems for themselves.

Children respond well to the staff's consistent approach to behaviour which helps them to play well together. Staff are good role models and as a result children's behaviour is good. Children have devised their own behaviour code. They show respect for each other, take turns and share their toys. A regular fire practice is held and the children know how to evacuate the building in the event of an emergency. Their understanding of how to keep themselves safe is promoted further through their work on 'stranger danger'. Children know that they should wash their hands before eating and after using the toilet. They enjoy a variety of healthy snacks, such as pitta bread, with an assortment of fillings. They develop their independence skills as they help to tidy away after snack time. Drinking water is available at all times. Children have a good understanding of the benefits of physical exercise. They are able to easily access the secure outdoor area. A wide

range of resources including balls, bats and skipping ropes are available and children enjoy taking part in organised team games such as football.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met