

Eye Spy Club at St. Oswalds

Inspection report for early years provision

Unique reference number

EY348386

Inspection date

28/07/2009

Inspector

Anthony Anderson

Setting address

St. Oswalds C of E Junior School, The Green, Guiseley,
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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

Eye Spy Club at St. Oswalds opened in 2007 and is situated within St Oswalds C of E Junior School, in Guiseley, a suburb of Leeds. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is open each week day, during term time, from 07.30 until 08.45 and from 15.30 until 18.00. During the school holidays it operates from 08.00 until 18.00. The children have the use of the outside classroom, the library, the West Riding room, the hall and an adjoining outdoor area. The setting primarily offers care to children attending the school and may care for a maximum of 50 children at any one time. The setting has systems and procedures to support children with learning difficulties and/or disabilities or those with English as an additional language. There are currently 45 children on roll aged three to 11 years, 10 of whom are in the Early Years Foundation Stage. The setting employs a number of staff, the majority of whom hold an appropriate qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff are suitably trained and experienced in early years practice and they provide a very friendly and inclusive welcome to all children and their parents. Safeguarding systems including the vetting of staff are fully in place and the overall welfare and care provision is good. Staff are becoming increasingly aware of the provision's strengths and areas for development through the creation of a self-evaluation system. Developing systems are being implemented to plan for and monitor the progress made by early years children in the setting. The setting's management demonstrates a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- fully implement the Early Years Foundation Stage framework in order to consistently support young children's development in the six areas of early years learning
- fully implement an effective self-evaluation system and ensure that it leads to continuous improvement.

The leadership and management of the early years provision

Staff work very effectively as an enthusiastic and dedicated team under the leadership of the setting's joint managers who receive regular support from the owner. They create a warm and friendly atmosphere in the setting where children warmly enthuse about the various activities on offer. Staff undertake regular risk assessments of the setting and vetting systems for staff fully meet the latest requirements. Children are well supported by appropriately trained staff when they

are ill or have an accident and parents are kept fully informed. All health and safety issues and recommendations identified at the last inspection have been fully addressed. Staff know their young children well and attendance registers are kept consistently up-to-date to support regular fire evacuation drills which are recorded and outcomes evaluated for improvement purposes.

Staff demonstrate by their monitoring systems and records that they are developing a firm awareness of the requirements of the Early Years Foundation Stage framework. Although currently this is not consistent across all areas of learning. The use of observations of young children to monitor their progress is good and written records supported by a range of photographs are maintained in individual profile booklets. These are regularly shared with the early years staff at the nearby infant school and with parents who say that they are kept well informed about their child's progress. Self-evaluation is developing. Staff recognise their need for critical reflection and are implementing a programme of self-assessment of their work and of the effectiveness of the provision. The setting's liaison with parents, other schools and with external agencies is outstanding due to the excellent support and guidance provided to young children in this very effective and inclusive setting.

The quality and standards of the early years provision

Staff use their wide experience when setting out a range of interesting activities and games on the floor and tables in the bright and colourful setting. These include air-hockey, Lego, construction kits, a dressing up corner and a comfortable seating area with access to a television and DVD player. Children are encouraged to make their own choices and some play a game on the computer that is available, whilst others enjoy feeding and helping to look after the resident hamsters, Herbert and Sherbet. Physical activities help to support healthy lifestyles and exceptionally good use is made of the junior school playground and large grassy area with slides and an adventure playground to promote fun and laughter in abundance. The happy and smiling faces of children are testament to their enjoyment as they are seen riding on scooters and bicycles or chasing each other around the playground setting which has well defined coned off areas to maintain children's safety.

Healthy snacks and drinking water are available and most children bring a packed lunch. Eating times are used well to support children's social development and to ensure they practice daily hygiene routines, such as washing their hands before eating or after using the toilet. Children's behaviour is consistently good and they demonstrate positive relationships with staff and visitors. Regular planning of activities and resources helps staff to promote social skills, such as sharing and to encourage creativity in children's chosen activities. Young children's levels of achievement and progress are regularly monitored and recorded as part of the key person system. This has a positive impact on the contribution made by children to the day-to-day management and success of the setting and provides additional support and direction towards their future economic well-being.

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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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