

# Monk Fryston Play Safe Club

Inspection report for early years provision

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**Unique reference number**

EY399547

**Inspection date**

11/01/2010

**Inspector**

Christine Snowdon

**Setting address**

Monk Fryston Community Centre, Old Vicarage Lane, Monk  
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**Type of setting**

Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Monk Fryston Play Safe Club was registered in 2009. It is one of two provisions privately owned and managed by the provider. The setting operates from Monk Fryston Community Centre, Monk Fryston, Leeds. The groups provide after school care for children attending Monk Fryston and Burton Salmon Primary schools.

The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 20 children at any one time. Currently, there are 30 children on roll, of whom, five are in the early years age range. The club is open Monday to Thursday during school term-time only and sessions run from 3.00pm until 6.00pm.

The manager holds an NVQ level 3 childcare qualification and is supported by a suitably qualified staff team who work between the two sites.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The club provides a fully inclusive environment where all children are happy and enjoy attending. The shared nature of the premises presents a degree of challenge to the staff, but they are well organised and ensure the environment is made ready for the start of each session. Most of the policies and procedures contain sufficient detail to ensure the safety and welfare of the children attending. However, the management has failed to inform Ofsted of significant staff changes and this is a breach in regulation. The club has made some good progress since registration and works in partnership with their other setting to ensure staffing levels are fully met. Whilst the staff and management have identified areas to improve on, there is no clear system in place to monitor and evaluate the effectiveness of their practice.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure Ofsted is informed of all significant events especially with regards to changes to the manager of the setting (Documentation) (also applies to both parts of the Childcare Register) 25/01/2010

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

- further develop the risk assessment to record when it was carried out and by whom

- develop further the systems to observe, assess and record children's next steps in learning and ensure these are shared with parents
- develop systems to monitor and evaluate the setting's strengths and areas for development in order to ensure continual outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Effective recruitment and vetting procedures are in place to ensure that all staff are safe and suitable to work with children. The provider has attended training on this issue and uses the skills gained to complement their own systems. All new staff complete child protection training as part of their induction programme and work under supervision until all clearances are completed. Whilst the manager has previously been cleared with Ofsted to work at their other setting, the provider has failed to inform us that she is now the manager at the Monk Fryston provision and this is a breach of regulations. Very detailed policies and procedures for safeguarding children are in place and up-to-date. Referral information and contact details for the relevant agencies are all kept on file for future reference should they be needed. There are good security systems in place to ensure no one enters the premises uninvited. For example, the doors are locked when children are on site and anyone requesting entry are admitted by staff only. All visitors, staff and children's attendance is clearly recorded. The written risk assessments in place cover all areas of the setting, outdoors and the walks to and from school. Whilst they highlight the steps taken to eliminate possible accidents, they do not record when and by whom these were carried out.

The staff are supported by the provider who spends her time between the two settings which along with regular team meetings enables her to advise and develop her staff team. Staff are suitably qualified, enthusiastic and work well together as a team. They arrive early prior to every session to set out the room in readiness for the children's arrival and ensure the heating is switched on. Due to the constraints of the building, display space is very limited indeed. This means that information for parents, such as the policies and procedures, have to be put out and cleared away daily to ensure they are freely accessible. Since registration the setting has worked with the community centre management committee in order to improve and develop the site. For example, there is now a fully enclosed and secure area for outdoor play. The provider acknowledges that they do not have a system in place which enables them to identify and monitor their development in order to ensure continual improvement in the outcomes for children. The setting has good working relationships with the schools they collect from and relevant information is shared to ensure children's individual needs are met. The staff have developed warm and friendly working relationships with the parents and information is shared verbally on a daily basis at collection times.

## **The quality and standards of the early years provision and outcomes for children**

The club operates from clean and well maintained premises which they have sole use of during opening hours. The provision is well organised around the individual needs and interests of the children and offers a welcoming and relaxing environment after their school day. Good systems are in place to ensure children are safely collected from their schools, either by car or on foot. Children know the daily routine very well. For example, they enter the club confidently after taking off their outer coats and hanging up their school bags, before going off to enjoy their chosen activity. A firm favourite with the children is the creative bead work and staff ensure this is readily available to them. They concentrate for long periods and explain to the inspector that after selecting their pattern card they match the colour beads into the correct sequences to recreate the same picture. The small intricate beads effectively develops their fine motor skills and eye-to-hand coordination. Some children prefer the more physical activities, such as the skittle game, which promotes their mathematical awareness very well. For example, they count and say there are seven skittles and that they need to put them into a triangle shape. With skill and balance they roll the ball to see how many they can knock down, jumping excitedly at their results. Staff recognise and encourage these achievements through their positive praise and encouragement.

Children have a close and trusting relationship with the staff team. They chat happily to them during the session talking about their school day and events at home. The current adverse weather is discussed at length and children talk excitedly about the fun they had in the snow due to school closures. Children enjoy drawing, writing and mark making. They follow staff instructions as they fold their paper to make paper aeroplanes. They use felt tip pens to create various designs and patterns on them before launching them into the air to see whose flies the best. Various pictures and examples of their artwork are displayed in their learning journey books. Children add to them as they choose and are encouraged to share these books with their parents. Their Christmas lists are well written in clearly formed letters and enhanced with colourful drawings. Staff have started to make some very basic observations and assessments, although these are kept separately in a staff file and not within the child's record book. As a result, it does not fully support their learning or provide parents with information of their child's progress. Staff know the children well and have a good understanding of their individual likes and interests. Planning is in place to provide additional aspects of learning and creative activities. For example, children learn about the wider world and diversity through taking part in the planned celebrations of festivals throughout the year. Staff are very flexible in their planning. They fully recognise the children's individuality and encourage them to develop their own plans and ideas.

Children's good health and personal hygiene is effectively promoted. Following sensitive reminders from staff, children go and wash their hands before eating. The provision of paper towels effectively eliminates the risk of cross infection during this process. Teatime is a very sociable occasion and all the children enjoy the substantial snack tea provided. They choose from either cheese or ham sandwiches, which are freshly prepared using wholemeal bread. Afterwards a

selection of apple and grapes are provided. Systems are in place to identify any individual dietary needs the children may have. Children's awareness of healthy eating is promoted as staff talk to them about any New Year resolutions they have made and in particular ones around eating more healthy foods, such as fresh fruit and vegetables.

## 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*

### The overall effectiveness of the early years provision

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to Ofsted) 25/01/2010
- ensure parents are provide with the required information with regards to the setting's complaints and safeguarding policies (Providing information to parents) (also applies to the voluntary part of the Childcare Register) 25/01/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Providing information to Ofsted) 25/01/2010
- take action as specified in the compulsory part of the Childcare Register (Providing information to parents) 25/01/2010