

Eye Spy Club

Inspection report for early years provision

Unique reference number

EY333490

Inspection date

14/02/2011

Inspector

Tara Street

Setting address

Annexe 1, Guiseley Infant School, Oxford Road, Guiseley,
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Telephone number

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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).

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.

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Description of the setting

Eye Spy Club offers before and after school care, holiday play schemes and afternoon playgroup provision. It is privately owned and managed and was registered in 2006. The setting operates from Annex 1 at Guiseley Infants School in Leeds. It is a purpose-built facility with a secure enclosed outdoor play space. A single playroom is used by both the out of school club and the playgroup. The out of school club children may also use the school hall.

A maximum of 40 children aged under eight years may attend the setting at any one time. The setting currently takes children from two years of age and also offers care to children aged eight years to 13 years. Opening times for the out of school club are Monday to Friday from 7.30am until 9am and from 3.15pm to 6pm. The holiday play scheme runs each weekday from 8am to 6pm. The playgroup opens Monday to Friday, term time only, from 12.45pm to 3pm. Children attend from the surrounding areas.

There are currently 107 children on roll who are under eight years and of these 57 are within the early years age range. The setting is not in receipt of funding for early education. The setting supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff, including the manager, who work directly with the children. Of these, one holds Qualified Teacher Status, one holds a qualification at level 4 in early years, six hold a qualification at level 3 and two hold a qualification at level 2. The setting is a member of the '4Children' Network and the Pre-School Learning Alliance and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy friendly relationships with the staff who create a happy, inclusive environment in which children can play and learn. Staff work together well to implement an appropriate range of activities and experiences. They meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. While the setting shows satisfactory capacity to improve, processes of self-evaluation are not yet fully developed. As a result, some of the records required for the safe and efficient management of the provision are not fully in place.

What steps need to be taken to improve provision further?

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

- keep a written record of all medicines administered to children, and inform parents (Safeguarding and

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- promoting children's welfare)
 - ensure the daily register includes children's hours of attendance. (Documentation) (also applies to both parts of the Childcare Register)
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To further improve the early years provision the registered person should:

- improve self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for children
- develop further the use of the outside play area to provide regular opportunities for children to investigate and explore the features of objects and living things.

The effectiveness of leadership and management of the early years provision

Staff members are appropriately qualified and deployed to provide sufficient levels of support for the children attending. There is a clear recruitment policy in place which ensures all staff are vetted for their suitability and undergo a sound induction process. Staff understand safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly. Most records, policies and procedures that support the setting to promote positive outcomes for children are well maintained. However, although the setting obtains prior written permission for each and every medicine from parents before it is given they do not maintain a written record of when medicines have been administered to children which is a breach of requirements. Regular risk assessments ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting.

The owner and manager are aware of some of the areas for improvement though the rigour and levels of monitoring and analysis, to improve the quality of the provision for children, are uneven. Most of the recommendations made at the last inspection have been suitably addressed. However, although staff have improved the system for recording children's hours of attendance this is not implemented consistently. This is a breach of requirement. Resources, including staff and the available accommodation, are deployed appropriately to help maximise children's development and happiness. Inclusive practice and equality policies and procedures are appropriately implemented throughout the setting and, as a result, each child's individual needs are recognised and supported.

Staff form friendly relationships with parents and carers of children. They exchange verbal information at the start and end of each session, keeping parents informed about what the children have been doing and the care they have received. There are suitable links with staff in the host school and with other early years practitioners to ensure children's needs are planned for. These ensure children receive a complementary curriculum and continuity of learning and care.

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

Children quickly settle and soon begin to feel confident and secure in the relaxed environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly, supportive and interested in them as individuals. Children behave well. They know what is expected through familiar routines and clear explanations. Staff remind children of the rules and their views are valued when agreeing codes of conduct for a harmonious group. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. Staff observe children as they play, using their observations to ensure that each child's needs are met appropriately.

Children's activities are planned according to their own interests and preferences. They make spontaneous choices from the range of toys and equipment available and concentrate well on self-chosen tasks and adult-led activities. Children use language appropriately to communicate, initiate conversations, describe what they are doing and organise their play. They solve problems as they build, construct and play games. Children enjoy participating in activities where they take turns, work as a team and use individual skills. For example, a group of children enjoy playing a board game and display a range of skills as they follow instructions and calculate the scores. They use their imagination as they explore the texture of bark chippings, both inside and outside and use a variety of craft materials to create pictures and collages. They learn about the wider world through daily resources, such as books, puzzles, dressing up clothes and role play equipment. However, opportunities for children to independently investigate and explore the features of objects and living things in the outdoor environment are not maximised.

Children are developing an appropriate sense of safety. They understand the safety rules because staff explain to them about hazards, such as running indoors and the possible consequences of this. Children enjoy an appropriate range of healthy snack options and are beginning to learn about healthy eating through planned activities and discussion. Children regularly play outside with a range of equipment, which helps the development of their physical skills. For example, they regularly participate in throwing and catching activities and games of 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
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:

- ensure records are kept of any medicine administered to any child who is cared for on the premises, including the date and circumstances and who administered it (Records to be kept) 16/02/2011
- take action as specified in the Early Years section of the report (Records to be kept) 16/02/2011

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 compulsory Childcare Register section of the report (Records to be kept) 16/02/2011
- take action as specified in the Early Years section of the report (Records to be kept) 16/02/2011