

Snappy

Inspection report for early years provision

Unique reference number EY337690
Inspection date 04/04/2012
Inspector Carol-Anne Shaw

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Snappy has been registered since 2007, although has been operating in other premises for much longer. The club is managed by a voluntary management committee, consisting of professionals, parents and community members who delegate the overall management responsibilities to an employed Service Manager. The play-scheme operates from a community building in the Groves area of York which is close to the city centre.

Snappy provides play and recreational opportunities for children with special educational needs and disabilities. Children access three main rooms and a sensory room on the ground floor with an adjacent outdoor play area. All areas, including the toilet and changing facilities, offer disabled access. They open during school holidays from 10am to 4pm. The group is also open on most Saturdays during term time. A maximum of 15 children aged five to eight years may attend at any one time. There are currently 15 children under eight years old on roll; older children and young adults are also cared for.

The club is registered on the Early Years Register and compulsory and voluntary Childcare Register to care for a maximum of 15 children under eight at any one time, all of whom may be in the early years age group, with none under the age of five years. There are currently 131 children on roll of these eight are in the early years age range.

There are 15 staff employed to work with the children on various shifts. The staff have a wide range of appropriate qualifications and/or experience, including teaching, play work, childcare, nursing and everyone working with the children have attended disability training. The group has extensive support from volunteers who have attended a training programme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare is fully promoted by the caring staff team. There are outstanding strategies in place to ensure equality and diversity is fully promoted. The environment is well organised for children's leisure and recreational activities and children enjoy their time at the club. The staff team, through attending disability training have a good understanding of meeting children's individual needs. The group evaluates what they provide and uses this to plan for further development. There are outstanding partnerships in place with parents and other professionals to provide continuity of care for all children. Children's welfare is being safeguarded by a range of mainly effective records, policies and procedures.

What steps need to be taken to improve provision further?

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

- ensure that all the records linking to accidents are acknowledged by parent/ carers.

The effectiveness of leadership and management of the early years provision

The effective recruitment and induction procedures in place ensure the staff are suitable to work with children. The documentation, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are in place, they are implemented, regularly reviewed and shared with parents. This ensures children are safeguarded, fully included, their individual needs fully met and their welfare promoted. The staff team are trained and able to identify and act on any safeguarding concerns or additional needs of the children. Inclusion is fully embedded in the provision, the staff team work well to achieve integration for all children. This includes outstanding working partnerships with a wide range of professionals from other agencies to support all the individual children's welfare and learning. The documentation that underpins the group is good, however, the systems for the recording of accidents is not always completed fully.

Resources, including the high staff and volunteers ratios are effectively deployed to support inclusion, equality and diversity. These are well organised to ensure the children can freely access resources and equipment to allow them to direct their own play and leisure time where possible.

The partnership with parents is highly effective. Parents are very complimentary about the service provided by the group and find the staff friendly and approachable. They state their children are extremely happy, safe and really enjoy coming to the club. Information sharing systems are highly effective in identifying and supporting children's individual needs and ensuring good channels of communication with parents. The group have built exceptional links with other professionals working with the children, ensuring continuity in children's welfare and development is maintained. Parents have every confidence in the club providing for the individual needs of the children. 'It's a place of refuge', 'just brilliant', 'fully confident in managing individual medical needs', 'they go places we would never go out and do as a family' are some of the comments from parents.

The service manager has high aspirations for the club and the whole team are committed to continuous improvement and strive to achieve the best outcomes for every child. The self-evaluation identifies their strengths and areas for further development to secure further improvement. They involve parents and the staff seeking the views of the children and other external professionals. The recommendation from the last inspection has been completed, ensuring the requirements for first aid are met.

The club is fully inclusive and welcomes all children and children with special educational needs and/or disabilities are fully included. A good standard of care is

promoted to further ensure children's welfare and safety. Ongoing appraisals and continuous professional development opportunities are available for the staff team to develop their knowledge and understanding. Ongoing training for volunteers is promoted. This has a positive impact on the overall quality of the provision and the outcomes for all children.

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

Systems for gathering information from parents are highly effective in establishing what children know and can do, their likes and dislikes and any medical needs. This information is used to help children settle and to plan for their individual care, medical needs and leisure interests. The staff team are skilled at observing children to assess their stages of development and identify appropriate activities for them to enjoy. The systems for recording this information are effective in supporting children's ongoing development. The staff plan effectively for individual children's needs and ensure all are receiving personally meaningful and challenging experiences when they attend the club. Children's progress is closely monitored, to ensure all are fully included and making good progress. The key workers for children in the early years age group complete a record of children's achievements so they can be shared with parents and other professionals.

The provision and resources, both indoors and outdoors, are well planned and organised to ensure children are able to enjoy their leisure time at the club. The areas of continuous provision are enhanced to follow children's current interests and other predictable interests, for example seasons and celebrations. Good use is also made of external services, to provide further leisure and learning opportunities for children, with many visits to places of interest. Children enjoy visits to the cinema, Creepy Crawlies, the maze, and many others places of interest. They have had visits from Vikings, Romans and medieval people dressed to show the children how they lived. The staff effectively support and extend children's play and learning, through questioning and interactions. The outside area is used to support many physical activities, bikes, games and gardening.

Children's good health and well-being is fully promoted as staff support the children to adopt good hygiene practices and prevent the spread of infection. The staff team support children to be independent and develop their personal care skills. Mealtimes are social occasions where children sit together and enjoy their lunch and learn to socialise in each others company. They have daily opportunities for physical activity in their play. Children are developing a good understanding of how to keep themselves safe as they board the bus for the cinema ensuring their seat belts are fastened, walk to local parks and practise the fire evacuation procedure regularly. They talk about what will happen at the cinema and prepare children well for the outing, they learn about road safety when out on walks in the local community and when going on a led bike ride. They are given many opportunities to take safe risks when playing outdoors and learn to use a wide range of tools and equipment safely, for example, in the garden planting and growing flowers.

The manager and staff have a good knowledge of the Early Years Foundation Stage requirements and work effectively as a team promoting children's welfare, learning and development through leisure activities. The key worker system ensures children settle and warm caring relationships are established at all levels. Children seek out staff for a chat and the younger children are very confident in the homely atmosphere in the club. They make friendships with their peers and learn to play cooperatively, learning to take turns, share and compromise. Children are also very content to play alone, becoming absorbed in their chosen activities. They are praised by the staff for their efforts and achievements, staff are good role models encouraging the children to use please and thank you. Children are developing their understanding of their local and wider community, through the resources and activities provided. The systems in place ensure all children have their differences fully acknowledged and valued.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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