

SNOOP

Inspire Bradford Business Park, Newlands Way, BRADFORD, West Yorkshire, BD10 0JE

Inspection date

Previous inspection date

01/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children's play is well supported and extended by practitioners and children enjoy a stimulating range of resources and activities to promote their learning.
- Partnership with parents are well established, therefore they have a good understanding of the educational programme and who their child's key person is.
- Arrangements for safeguarding, including recruitment is robust therefore children are safe and secure.
- Systems in place to support provisions where children spend most of their time are exceptional.

It is not yet outstanding because

- Procedures in place to support children's health and self-care are not fully implemented.
- Children are not given enough opportunity to explore their thinking before they start structured activities, in order to discuss what they want to make and the process they may use.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom.
- The inspector observed outdoor play of children in the early years age range.
- The inspector met with the manager and looked at policies and procedures and discussed leadership and management questions.
- The inspector completed a joint interview with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at the learning journeys, discussed safeguarding with the room leader and discussed planning with the key person.

Inspector

Thecla Grant

Full Report

Information about the setting

SNOOP before and after school club and holiday playscheme registered in 2012. It operates from a single story purpose built building on the grounds of Inspire Bradford Business Park in the Eccleshill area of Bradford. All children have access to an outdoor play

area. The before and after school club opens each weekday during term time between 7am and 9am; and again at 3pm to 6pm. The holiday playscheme operates in school holidays from Monday to Friday between 7am to 6pm.

SNOOP before and after school club and holiday play scheme is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 59 children on roll and three children in the early years age range. The setting supports children with English as an additional language and children with special educational needs and/or disabilities.

There are a total of 12 staff, all of whom have early years qualifications to level 2, 3 and above. The setting receives support from the local authority and is a member of '4 children'.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make sure procedures in place to support children's health and self-care are fully implemented
- make sure children are given the opportunity to explore their thinking before they start structured activities in order to discuss what they want to make and the process they may use.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy interesting and challenging resources to extend their play within the seven areas of learning. They are well motivated and very eager to join in. They consistently demonstrate the characteristics of effective learning. For example, they excitedly explore their own ideas as they play in the large cone shaped resource and thoroughly enjoy testing out their ideas. The extremely sharp focus of practitioners ensures the children are fully supported in effectively extending their ideas. For example, children pretend they are in a 'river ship' and practitioners respond to their emerging interest by providing a blue blanket for them to pretend to sail in the water. Children are provided with the time and freedom they need to become deeply involved in their chosen activities. When noticing the junk modelling, they ask "what are those big boxes for?" They are told it is for the transport activity. Children enjoy the arts and craft activity and become engrossed for a long period of time. As they discuss what they are doing, they use interesting

observations. For example, they describe the glue as gooey and when it sticks to their fingers they say 'it's well sticky'. However, opportunities are missed to fully include children in discussing the topic area before the activity. For example, the transport activity was not clearly discussed so children could think about what they wanted to make before the activity.

Assessments are precise and clearly focused on children's next steps. For example, they contain a range of information, including explanatory notes on the photographs included. Systems in place to observe and assess also include the seven areas of learning and the characteristics of play. Therefore, the information gained is successfully used to plan the next steps in the children's learning and development.

The setting has an outstanding relationship with the parents. For example, the key person shares information with them on how they intend to support their children, when offering 'complementary learning' as part of the wraparound care facility. Parents' views are valued and arrangements are made when they request that their children complete their homework at the setting. The parents are also informed on a daily basis on what is happening in the setting and what the school says. There is also an achievement, 'child of the week' at school and this information is shared with the setting. Children who have achieved something at school display a copy of their certificate, to raise their self-esteem and keep parents informed of their achievements at school. The setting mostly caters for children with special educational needs and some of the children attending have no communication. To help children to feedback to their parents, the setting has introduced a pictorial daily diary with detailed information on their child's day.

The contribution of the early years provision to the well-being of children

Arrangements for the key person system work very well. Practitioners have a good relationship with the children and parents. Parents are happy and know who to speak to if they need information about their child's day or if they are unhappy with any part of the setting. Practitioners are well deployed throughout the session which adds to the safety and security of the setting. Children know the rules and actively implement them. For example, they know not to run indoors and have built good friendships with their peers.

Children have a good understanding of the routine before mealtimes. For example, to wash their hands, however, this is not always followed through. As a result, children are not reminded of the importance of good hygiene practices. A constant provision of indoor and outdoor play is available for the children, who thoroughly enjoy playing on the bikes and scooters in the enclosed garden. Dinner time is used as a social occasion where children sit at the table and develop their social interactions. Children enjoy a cooked dinner during this time. Children's self-esteem and confidence are continuously promoted through the provision of activities for children that are challenging but achievable.

Practitioners make sure children are safe at the setting, by implementing the robust safety procedures. Children are aware of the procedures in place for fire evacuation and know

where to meet. Practitioners work well with the local school to share information about their setting and share how they will support the children to complement their learning.

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

The manager has a very good understanding of her role and her responsibilities within the setting. Leaders and managers effectively fulfil their role, especially with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. Practitioners know who the lead person for safeguarding is and how to recognise signs of abuse. They have also made sure that the security of the premises is of a high standard. For example, the main entrance to the setting is locked so intruders cannot enter. In addition, each playroom door is coded, so only practitioners can enter. As a result, intruders cannot easily access the building. Children are aware of the rules and do not leave the playroom unsupervised.

Leaders and managers have devised a wide range of concise policies and procedures to ensure the safe recruitment of staff members. There are also outstanding arrangements to support and monitor new members of staff. For example, they have a supervisor and coaches to ensure they have the support that they need. On-going supervision and staff training has established a well-informed team, especially with regard to safeguarding children. Planning and assessments are monitored to share and support children's learning at school.

Partnerships with parents are exceptional. Parents are familiar with the educational programme and attend open days to learn more about the provision and what it offers. Newsletters are shared with parents and joint training is delivered as part of the national autistic training. Parents and older children are invited to sit on the management committee. Arrangements in place to monitor the provision and work with other professionals are exceptional. For example, leaders and managers attend 'individual educational plan' meetings with the school. Therefore, the school knows what the setting is doing and they are able to share information, to support children's learning. The setting continues to monitor their performance through self-evaluation at team meetings. During this time the team are allotted a session to discuss the strengths and weaknesses of the setting. Children are also included in the evaluation. For example, what resources they want to see in the setting. Therefore, the needs and interests of children are positively reflected.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444807
Local authority	Bradford
Inspection number	787503

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	3
Number of children on roll	59
Name of provider	SNOOP
Date of previous inspection	Not applicable
Telephone number	01274 621066

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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