

Monk Fryston Play Safe Club

Monk Fryston Community Centre, Old Vicarage Lane, Monk Fryston, Leeds, LS25 5PA

Inspection date

25/04/2013

Previous inspection date

11/01/2010

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 respond very well to practitioners high expectations and as a result, they make good progress in their learning and development.
- High priority is given to enabling children to be fully involved in making choices and decisions, which promotes their independence and confidence and raises their self-esteem.
- Practitioners teach children through a good balance of activities that includes those led by adults or initiated by children. The learning that takes place complements that which occurs during the school day with a strong focus placed on children learning to work and play harmoniously alongside each other.
- Children's safety is another priority. Very effective arrangements are established for a safe transfer from the school environment to the club setting.

It is not yet outstanding because

- The partnerships with parents and other settings that children attend are not yet fully maximised to ensure that information about their interests and achievements is shared and used to inform the planning of activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke with the owner/manager and practitioners at appropriate times during the inspection.
- The inspector joined practitioners to collect children from the nearby primary school and observed arrangements to transfer children from school to the club setting.
- The inspector looked at a sample of children's development files, policies and procedures and other records and documentation.
- The inspector looked at toys, furniture, equipment and resources available during the session, children's snack time and indoor and outside activities.
- The inspector took into account the views of children and parents spoken to during the inspection.

Inspector

Jackie Phillips

Full Report

Information about the setting

Monk Fryston Play Safe Club was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from Monk Fryston Community Centre in the Monk Fryston area of Leeds and is owned and managed by a private provider. The club has sole use of the building during hours of operation. It serves the local area and is accessible to all children. The majority of children, who access wrap around care attend Monk Fryston and Burton Salmon Primary Schools. There is a fully enclosed area available for outdoor play and the club has shared use of a public playground adjacent to the community centre.

The club opens Monday to Friday during term time and school holidays. Sessions are from 7.30am to 9am and 3.30pm to 6pm during term time and 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 63 children attending, including 14, who are in the early years age group.

The club employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including the owner/manager, who also holds a Foundation Degree in Early Childhood Studies. Staff work flexibly with the sister setting that operates from the primary school in the nearby village of Hambleton.

What the setting needs to do to improve further

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

- strengthen partnership working with parents and other settings, by ensuring there are robust communication links with all the settings children attend, so that they fully benefit from a shared understanding and common approach to supporting their interests and progress.

Inspection judgements

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

Practitioners actively support children in their learning and development and create a stimulating and interesting environment, so that they participate in a varied range of purposeful activities. High priority is given to enabling children to make independent choices and decisions. They are active learners and are developing their critical thinking. For example, they are asked what makes a good role model. Their opinions are sought about what they do or do not like about different aspects of the club. This shows practitioners are interested in what children have to say and it helps them to review their

practice. All children are encouraged to talk about their day at school or share other events of interest, such as telling jokes or describing items, which they have made. This promotes children's vocabulary and communication by listening to others and sharing in discussions and question and answer sessions. It also helps the youngest children learn from their peers and gain an insight into learning experiences, which they can expect to be involved in as they grow older and progress through school.

Children's progress is regularly monitored and reviewed. Each child is provided with a development book that contains written information, photographs and examples of work, such as, writing, drawings and paintings. Practitioners use these books to record what they observe about each child and make an assessment of their progress to identify future learning goals. Parents have access to their child's book but are not always encouraged to share information with the club to build a shared understanding about their child's interests.

Children are very well supported in the acquisition of a range of skills but particularly their language, communication and physical skills and personal, social and emotional development. This effectively supports the good progress that they make in their learning. For example, excellent attention is given to helping children to understand about behaving well, being polite, kind, thoughtful and respecting the needs of others. Their achievements and good efforts are rewarded by verbal praise and individual recognition and through points awarded to children, who are divided into teams. The teams are named after the planets, an idea gained following consultation with children. The awarded points are an effective way to reward and reinforce good behaviour and helps children to form bonds across the age range. Practitioners show respect by not shouting when they need to have children's attention. Instead they make this fun by initiating a display of arm waving or using a hand clapping sequence for children to follow and replicate. Consequently, children respond quickly and listen attentively.

Some children start school and the setting at the same time. Practitioners recognise the challenge this can present, so offer flexible settling-in sessions to help children adjust to the change and reduce anxiety. Information is shared with parents and children about the setting and although, there is a system to record children's personal details and starting points on the 'all about me' form, this is inconsistently used and not always effectively applied. This dilutes the information that the key person has to make a strong start to the child's learning journey based on knowledge about prior experiences the child has linked to home, family, interests or other settings.

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

Children relate very well to all practitioners, including their special key person. This helps children to feel safe and secure and promotes their well-being. The transfer of children between school and the club setting is carried out effectively and efficiently. For instance, children know where to meet and can clearly identify practitioners from their high visibility tabards, so that children can see them easily. Frequent head counts take place to ensure that numbers of children correspond to those on the attendance register. This helps to keep children safe. Practitioners supervise children extremely well, including when outdoor

play takes place in the pubic playground. There are effective links established with the school, so information is exchanged regularly supporting children's safety, welfare and well-being.

Practitioners plan and prepare the environment for children well in advance. This means that children enter a well-organised room, helping them to gain maximum benefit from the session. Areas are created where, for example, children can be creative, imaginative or rest and relax. Good access to outdoors helps children to release excess energy following the school day and benefit from physical exercise in the fresh air. A healthy snack offered to children when they enter the setting helps to keep them satisfied before their evening meal at home. Children are actively involved, helping to pour their drinks and spread toppings onto fresh, crusty French bread accompanied by cheese, ham and salad. The menu is shared with parents and is varied. Children say their favourite snacks are sandwiches, pizza and pasta but they are willing to try new food, such as chunks of fresh pineapple.

During holiday periods, children have the opportunity to benefit from richer learning experiences by taking part in trips and outings, for instance, to a wildlife park. They get involved in activities that are traditional, such as Easter and Mother's Day and some linked to cultural celebrations, for example, Chinese New Year. This helps children to learn about the society in which they live. Practitioners are interested in what children are learning about at school and bear this in mind when planning activities. This helps children to make links in their learning and benefit from using what they already know to build upon their knowledge and experiences.

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

Practitioners have a good understanding of the requirements of the Early Years Foundation Stage. Good safeguarding arrangements are established and all practitioners have a full understanding of their responsibility to protect children and ensure they keep them safe. Effective recruitment procedures ensure all practitioners are checked for their suitability to work with children. There is a varied range of policies and procedures that support the operation and management of the club, which are regularly reviewed to ensure that they remain fully effective. A well-placed, large whiteboard provides parents with up-to-date information about each session. For example, numbers of children, the evening's snack and which practitioners are present that hold a valid first aid qualification. In addition, parents are informed by newsletters, text, email, face-to-face conversations and access to the setting's website. Parents spoken to during the inspection were found to be extremely happy with the service they and their children receive and could not provide any suggestions for improvement or further development.

Strong and focussed leadership ensures that the club continually meets the needs of the children, who attend. Constant reflection and the drive towards continued improvement ensures that the team of practitioners are confident in their delivery of high quality experiences, which meet the learning and development needs of all the children. Practitioners work closely together and there is a good commitment to ensure training and

professional development opportunities are in place leading towards a well-qualified work force. Parents and children are actively involved in providing their contributions towards how practitioners monitor, review and question the effectiveness of daily practice, in order to overcome weaknesses and make targeted plans for improvement.

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 action. 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	EY399547
Local authority	North Yorkshire
Inspection number	875141
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	63
Name of provider	Rachel Elizabeth Peacock
Date of previous inspection	11/01/2010
Telephone number	01757 229910

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

