

Gray's Get Up And Go Club

Leicester High School for Girls, 454 London Road, LEICESTER, LE2 2PP

Inspection date

Previous inspection date

19/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are well behaved. Staff give them lots of positive praise and encouragement, promoting and fully supporting their self-esteem and confidence.
- Children of all ages play well together. Older children support their younger friends, enabling them to join in with their games and feel part of the club.
- Children enjoy a wide range of fun activities and experiences at the holiday club. These help to promote children's learning.

It is not yet good because

- The entrance to the senior hall is not always secure to ensure children's safety.
- The recording of checks undertaken to establish the suitability of adults is not consistently maintained to thoroughly support children's safety.
- Self-evaluation is not used effectively to ensure that the views of parents and staff are used to inform change and impact on improvement to the setting.
- There is scope to enhance children's good knowledge and understanding of diversity, for example, by further extending the range of equipment reflecting different cultures and diversity.

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 observed activities in the main playroom and outdoor area.
- The inspector spoke with staff and the manager of the club during the inspection.
The inspector looked at children's assessment records, planning documentation,
- staff records, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of parents' views through written questionnaires.

Inspector

Alex Brouder

Full Report

Information about the setting

The Grays Get Up and Go Club was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Leicester High School for Girls in the Stoneygate area of Leicester and is privately managed. The club serves the local area and is accessible to all children. It operates from various rooms, predominately within the junior area of the school, but care is occasionally offered within the senior area. There is a fully enclosed area available for outdoor play.

The club employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3, 5 and 6, including one member of staff, who has Qualified Teacher Status.

The club is operational Monday to Friday during school holidays. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 14 children attending, who are in the early years age group. It supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take all reasonable steps to ensure that unauthorised persons are unable to gain entry, with particular regard to the door leading to the large hall in the senior department
- ensure that robust recruitment procedures are in place, in particular that staff qualifications and references show that they are safe and suitable to work with children.

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

- increase opportunities for children to learn to about the wider world, for example, by providing access to a range of resources that reflect diversity, such as dressing-up clothes and play food
- improve the system for self-evaluation to ensure that the views of parents and staff are used to inform change to benefit children.

Inspection judgements

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

Children's enjoyment is well promoted by staff, who are very calm, friendly and approachable. Children are clearly happy and confident when attending the club and enjoy their time spent with their friends and staff. As a result, children enjoy their time at the club and are comfortable in their environment. Staff take time to discuss children's needs with parents before children attend the club to enable them to plan a range of activities suited to their needs. In addition, children take an active role in planning activities through open discussion and writing their suggestions, which allows staff to tailor the environment to support children's interests, skills and knowledge. As a result, children are continually engaged in play and show enthusiasm for this. For example, when making ice cream sundaes, they eagerly talk to one another about 'how excited' they are and that they 'can't wait to taste it'. Overall, appropriate teaching methods are used to ensure that children have opportunities to be challenged in their thinking and learning, for example, as staff ask 'how can we make it bigger' or 'how many sheets do you think we will need', when making dens in the outdoor area. Staff make observations on children's play and use this to inform planning to ensure that it supports and consolidates the good progress they are making across all seven areas of learning.

Children have good independence skills. For example, they use the range of resources on offer and choose from the varied range of games, role play and small world toys to support their play and ideas. In addition, a good range of craft items allows them to be imaginative and creative, supporting their skills in expressive arts and design. Children really enjoy being outdoors and take an active part in a range of activities to support their all-round development. For example, they build dens, bounce on space hoppers, throw balls at a target, play games, ride bikes and scooters and on fine days, have their lunch outside. As a result, their physical skills and their imagination are well challenged. Staff interact well with children and show an interest in all they do. For example, they ask them to 'think carefully' when they play a large game of four-in-a-row and talk to them during various activities. This promotes children's self-esteem and leads to them becoming actively engaged in the full range of activities. Children's language and communication skills are very good and staff ensure they talk with and to children all the time as they play, to extend their abilities. Children who have English as an additional language are suitably catered for. Staff are aware of the languages that children speak at home and ensure that this is reflected through resources, such as books in dual languages. Children's number and counting skills are supported well through the use of singing songs and rhymes, computer games and various board games.

Children begin to learn about the wider world through, for example, planned activities, such as making cards and reading stories about various festivals and celebrations. This is further supported through taking part in a range of outings in and around the locality. However, there is scope to improve the range of play resources children have access to, which reflects their diverse backgrounds. For example, dressing-up items and role play equipment, to enable children to value and appreciate each other's similarities and differences.

Overall, relationships with parents and carers are well established to ensure that the move from home to the club is a smooth process. Daily diaries are used to capture a 'snap-shot' of the child's day at the club and to ensure that parents are informed of their child's care and learning. Parents are encouraged to use this diary to share any significant learning or activities children have been engaged at when not at the club. Staff then use this information to offer additional activities or use as a talking point with children to extend or consolidate their learning.

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

Children confidently enter the club and are very happy and relaxed. They enjoy warm relationships with staff, who care for them and all of the children have formed secure friendships. This enables them to enjoy their play activities and they readily include each other in their play. Children's confidence is further reflected in their awareness of routines and as they talk to visitors about how much they love to play at the club. The key person system is effective and staff talk to settings that other children attend, as well as parents, to establish children's interests and individual needs, helping them to settle at the club. This also eases transitions and makes children feel secure. Staff have a calm and consistent manner with all children. Children are aware of the boundaries in place and rules are displayed and discussed with them to ensure they know how to behave and why this is important. Their good behaviour is reflected in their play throughout the session as children of all ages play well together, contributing to a calm environment. Staff praise children well in all they do, for example, lining up as asked when going outdoors and as they help in getting the play equipment out of the shed.

Children's understanding of safety is satisfactorily promoted. Staff are heard to ask a child if it is safe to put all the toys in front of the shed. The child established that the toys needed to be moved away from the step, so that 'we can get in and out'. Emergency evacuation procedures are practised, so that children know the procedures to follow in such an event, which helps promote their safety. Staff are suitably deployed throughout the session to ensure they provide appropriate support and interaction with children. They are clear of their roles and responsibilities and effectively communicate with each other. An intercom system in the junior area of the building ensures that staff are fully aware of all those that wish to enter the setting. However, this is less effective in the senior area that is occasionally used. Children display healthy practices as they use anti-bacterial cleanser or soap and water to clean their hands before food or cooking activities. Parents provide all foods offered to children and are consulted on how this should reflect a healthy and balanced diet. As a result, foods that children have are nutritious and varied. Further to this, staff provide cooking activities most weeks to enable children to gain an understanding of what foods are good for them and how food impacts on their health and well-being.

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

Overall, the manager and staff have a suitable understanding of the requirements of the revised Statutory framework for the Early Years Foundation Stage. However, they are not fully complying with two aspects of the welfare requirements. Overall, children are safeguarded as the manager and staff have a secure understanding of what to do should they have concerns regarding a child's welfare. Appropriate training has been completed in safeguarding by a number of staff and induction covers the procedures to follow in the event of an allegation or concern being raised. However, the recruitment procedures are not robust, for example not all staff records contain references or details of their qualifications. As a result, management is not able to easily verify the whole staff team meet the qualification requirements. In addition, while the main area in which children are cared for is safe and secure, the doors to the senior hall, in which care is occasionally offered, are not always secure, providing the opportunity for unauthorised adults entering the premises while children are present. This again, has the potential to impact on children's safety and means that requirements are not met on the Early Years Register and Childcare Register. Despite these weaknesses, staff ensure that children are supervised at all times to ensure they remain safe. Systems are in place to ensure that annual appraisals are completed and staff development is encouraged to ensure they remain suitable and have the skills appropriate to their role. A range of policies and procedures are in place and accessible to parents should they wish to view them.

The manager monitors the educational programme through working with the children on a daily basis. Planning is completed using the views of all staff and through observing children's interactions and participation in both adult-led and child-initiated play. As a result, children's individual learning needs are met well. The manager has reviewed the club's strengths and weaknesses using the Ofsted self-evaluation tool and identified some points for future improvement. For example, through offering further training for staff, particularly in play work. However, as yet, she does not use parents' views or seek staff input in making changes. As a result, the opinions of others are not used to improve practice to benefit children.

Positive relationships are in place with parents and carers, who are warmly welcomed into the club. Parents are kept informed through daily discussion with staff, along with newsletters and information networks. Questionnaires are used to obtain both positive and constructive feedback from parents on the club; however, these are not yet used to inform change. The manager seeks information on the schools, which children attend if it differs from the school on site. She uses this to ensure activities can be planned to support the needs of all those, who attend. The manager is aware of the need to work in partnership with others, in order to meet the needs of individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that unknown persons are unable to enter the setting without the knowledge of the person caring for children (compulsory part of the Childcare Register)
- ensure that effective systems ensure that the registered person and any person caring for, or in regular contact with children, is of integrity and good character, has skills and experience for the work and is physically and mentally fit for the work (compulsory part of the Childcare Register)
- ensure that unknown persons are unable to enter the setting without the knowledge of the person caring for children (voluntary part of the Childcare Register)
- ensure that effective systems ensure that the registered person and any person caring for, or in regular contact with children, is of integrity and good character, has skills and experience for the work and is physically and mentally fit for the work (voluntary part of the Childcare Register).

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	EY430191
Local authority	Leicester City
Inspection number	783864
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	33
Name of provider	Sarah June Gray
Date of previous inspection	not applicable
Telephone number	0116 270 5338

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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, 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.

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