

Eye Spy Club

Annexe 1, Guiseley Infant School, Oxford Road, Guiseley, LEEDS, LS20 9AS

Inspection date	05/03/2014
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	3
	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		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 requires improvement

- Staff create a welcoming and stimulating environment for the children.
- Parents and children comment positively about all aspects of the settings practice and provision. These effective partnerships ensure staff understand children's individual circumstances, interests and backgrounds so they are able to plan more effectively for children's care, learning and development.
- Staff know the children well. Consequently, children are happy and confident because they develop positive and supportive relationships with the staff.
- As a result of good quality teaching including staff's enthusiastic and motivating approach, children are keen to explore and investigate, learn new things and develop good levels of confidence and self-esteem.

It is not yet good because

- The monitoring of the quality of the provision is not robust enough to ensure that the safeguarding and welfare requirements are consistently met. For example, the safeguarding policy lacks clarity in some parts, which does not ensure that the requirements are fully met.

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 met with parents and children to gain their views about the club.
- The inspector looked at documentation, policies and procedures including information reflecting the suitability of staff working with the children.
- The inspector looked at children's development folders, observation and assessment records.
- The inspector observed children participating in activities in the club.
- The inspector spoke to the managers throughout the inspection.

Inspector

Alyson Thorburn

Full report

Information about the setting

Eye Spy Club was registered in 2006. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two privately owned out of school provisions in the area. 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 the out of school club and they may also use the school hall. The setting is open Monday to Friday from 7:30am to 9am and 3.15pm to 6pm during school term time. The club also provides a holiday play scheme which runs from 8am to 6pm each weekday. Opportunities for childcare provision before 8am may be available subject to negotiation. A maximum of 60 children under eight years may attend the setting at any one time. The setting currently takes children from three years of age. Children from the surrounding area attend for a variety of sessions. There are currently 115 children on roll who are under eight years and, of these, 11 are within the early years age range. The setting supports children who speak English as an additional language. There are 16 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, four 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.

What the setting needs to do to improve further

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

- update the safeguarding policy to make it implicitly clear of the authorities you have a duty to inform in the event of an allegation against a member of staff.

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

- improve self-evaluation processes so that they are robust enough to accurately identify strengths and weaknesses, and inform ongoing improvements to practice and the provision.

Inspection judgements

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

Children settle quickly and readily engage in the activities provided; they are motivated and interested in what they do. This is reflected in their positive behaviour, growing confidence and independence. The atmosphere is lively and welcoming and children clearly have fun with activities and are keen to join in.

The quality of teaching is good. Staff support children sensitively and extend children's thinking through talking about the activities they are engaged in. There is a balance between adult-led and child-initiated activities and children make independent choices about which activity to take part in and with whom they play. Children display high levels of involvement and have access to a good range of toys and equipment to support their learning. For example, some choose to play in the water and sand area, while others, supported by an experienced member of staff, paint pictures of rabbits ready for their spring display board. There are opportunities for children to use the computer area or play board games. Others choose to dress up in animal outfits; while in the quieter area children can watch films or read a book. One child comments how he likes to participate in the cooking activities making biscuits. On the whole, the use of the building offers different areas for the children to relax or to be more active. Staff are mindful, however, that younger children may be overwhelmed by the range of activities and how busy the club can be. Nevertheless, the key person system supports children to overcome any of these difficulties.

Staff have a sound understanding of the Early Years Foundations Stage. They regularly observe and assess the children to monitor their individual progress. Staff work closely with parents and the school to ensure that children's interests, abilities and stages of learning are well catered for. As a result, children make good progress and are well prepared for the next stage of their learning. Some members of staff also work in the school and this further supports the continuity of care children receive. In addition, it helps children develop confidence and independence to further extend their skills. Parents comment on how well their children settle and how happy they are to attend the club. They remark on the wide range of activities that their children like to undertake, such as colouring, building with bricks, skipping outdoors, using the computers and junk modelling. All parents praised the staff, reporting on their friendly and approachable nature. Furthermore, they commend staff as being 'very supportive, interested in the children and understanding of their needs'. Staff provide daily information for parents about the activities children have engaged in. This enables parents to continue to support their children at home.

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

Children are happy to enter the setting. Staff form good, supportive relationships with the children, contributing to children's emotional well-being. Key people support children as they develop their confidence and self-help skills. Staff are positive role models who support children to learn about the expectations of behaviour and good manners. For example, staff praise children for their achievements, support them in taking turns, sharing resources and modelling language, such as please and thank you. As a result, children's behaviour is good. They are happy and actively involved in play, working alongside their friends or in small groups. Children feel valued and listened to as their ideas for activities contribute to the club's 'organic planning' documentation. This further fosters a sense of belonging and promotes positive self-esteem.

Overall children's safety and well-being is suitably promoted with staff deployed to ensure

that children are appropriately supervised. The provider has improved safeguarding and safety procedures since the last inspection and children learn about safety from the good example set by staff. For example, the premises are kept secure and staff greet parents and visitors as they arrive. Parents are reminded of the need to sign their children out of the club. This ensures that the setting logs the time an authorised appropriate adult collected their child as well as providing informal opportunities to engage parents in the exchange of information regarding their child's well-being and development. However, there is an identified weakness in the safeguarding policy and procedure, which lacks clarity in part.

A light snack is offered to the children as they come into the club and fresh drinking water is freely available. Staff support children to learn about healthy eating through planned activities and discussion. Children also regularly play outside; this helps the development of physical skills and encourages children to adopt healthy lifestyles.

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

Since the last inspection, the actions and recommendations raised have largely been fulfilled. However, there is scope to continue to develop the self-evaluation process to identify priorities for ongoing improvements to practice and provision. For example, through further staff training, and to ensure policies and procedures fully meet the requirements of the Early Years Foundation Stage.

The provision supports the development of staff through completion of induction procedures and regular appraisals. Staff understand their responsibilities to safeguard the children in their care. They promote children's safety through the completion of risk assessments to ensure the premises and resources are age-appropriate and comply with compulsory regulations. All staff are vetted prior to working with children, they complete safeguarding training and have a suitable knowledge of how to protect the children in their care. The setting further protects children through a range of policies and procedures, which all of the staff review as a team on a regular basis. In the main, these are effective and provide sufficient detail for the managers and staff. However, the safeguarding policy does not fully meet requirements because it fails to clarify which authorities need to be informed in the event of an allegation against a member of staff.

The managers and staff have a good knowledge and understanding of how to promote children's learning and development. The planning and delivery of the educational programme is monitored to ensure that this enables children to make good progress towards the early learning goals. Parents are kept informed of their child's activities and overall they are happy with the service and care their children receive. The setting works in partnership with others to ensure children's needs are met through a consistent and complementary approach.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY333490
Local authority	Leeds
Inspection number	820602
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	115
Name of provider	Jane Anne Maria Jackson
Date of previous inspection	14/02/2011
Telephone number	07879 810 434

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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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