

Gray's Get Up And Go Club

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

Inspection date

14/07/2014

Previous inspection date

19/08/2013

The quality and standards of the early years provision

This inspection:

4

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- The door to the main room is not secure and as a result, children can leave the club and open the main door to the building unsupervised.
- Scheduled maintenance work means that the building is insecure and unauthorised persons have access to the children. This does not promote their safety and means that the provider has not met one of the actions set in the previous inspection demonstrating a poor drive for improvement.
- The manager and provider do not carry out appropriate risk assessments for the security of the building and rooms.

It has the following strengths

- There are a broad range of activities and resources that promote children's learning and staff encourage them to use their critical skills to work together to solve problems.
- Children are happy and enjoy their time at the club; they behave well and contribute to the planning of activities with staff. There are good partnerships with parents who contribute to their starting points and other professionals to ensure continuity of care for children.

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 outside.
- The inspector spoke with the provider, manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at planning documentation, a selection of policies and children's records.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider/manager's self-evaluation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Samantha Faulkner

Full report

Information about the setting

Gray's 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 six members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 and 6, including three members of staff who have Qualified Teacher Status. The club is operational Monday to Friday during school holidays. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 20 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

The provision is inadequate and Ofsted intends to take the following enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

ensure the premises are secure at all times to prevent unauthorised people gaining access to the children and to prevent children being able to leave the premises without the knowledge of staff

ensure risk assessments are completed and effectively implemented in order to identify aspects of the environment that need to be checked on a regular basis; take steps to remove, minimise and manage risks and hazards such as the security of the club and the management of builders carrying out maintenance duties.

Inspection judgements

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

Staff get to know children and take an interest in what they enjoy doing. They use children's interests from home and plan an exciting educational programme to cover all seven areas of learning and provide appropriate challenge for all children. Children are involved in planning of activities and contribute ideas of what they would like to do. Observations of children's progress are used and monitored in order to identify their next steps in learning and these are used to inform effective plans for their learning. Children in the early years have more focused planning to ensure they achieve their next steps and make good progress towards the early learning goals. There is a good partnership with parents and staff at the school to help children settle and ensure there is continuity in their learning and development. Staff engage with parents and help them to share what

they know about their children. They keep them informed about their children's achievements and progress through excellent conversations at the end of the session. Progress and achievements are also recorded in scrapbooks which the children contribute to.

Children are motivated because the manager and staff demonstrate high expectations, enthuse and engage them. For example, children have a large quantity of den building equipment and children of all ages work together to plan and construct a large space for them to play inside. Staff encourage children to think about the problems and to look for alternative solutions to attach the pieces of material together and to create height to the structure. Staff consistently create a stimulating learning environment so that children participate in purposeful play and exploration. For example, children use the large wooden adventure equipment and need some help to reach the tyres. However, once they are supported onto the first one, the manager uses lots of positive praise and encouragement to enable them to try the rest independently. This promotes children's physical development and their personal, social and emotional development. Children enjoy an appropriate balance of opportunities to play indoors and outside with the free-flow access to a large playground. There is a good balance of adult-led and child-led activities. For example, a member of staff leads an activity to make masks and children have the choice of whether to participate.

Children enjoy using their imagination and acting out different roles through their play. For example, children and staff create a castle and fill it with thrones and a banquet table. Children add a highchair and include the dolls in their game. As a result, children's creativity is supported. Staff share information about planning and outings with the parents by the front door. They share verbally with parents what the children enjoy and learn, and parents speak highly of how much their children enjoy attending the club in the school holidays.

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

Children have appropriate bonds and secure emotional attachments with staff who treat them with respect. The key person system ensures that there is always a key member of staff present because the provider and manager share the responsibility between them, so children have more than one key person. Children are happy and enjoy their time at the club. They behave well and children of different ages play cooperatively, develop independence, explore their surroundings and use their imagination in their games. The manager and staff have implemented a behaviour management policy and have age-appropriate strategies that empower the children to resolve issues themselves. As a result, children's behaviour is good. Staff value each child and talk knowledgeably and positively about them. They create a welcoming atmosphere and take the time to listen and respond to the children. For example, a child tells the manager about an old graze to their knee and the special plaster. The manager gets down to the child's level and demonstrates that she is interested in what the child has to say. This encourages a positive relationship between children and the adults looking after them. Staff have fun and join in with the children. They are happy to let the children take the lead in their play. For example, two

children have a race on their scooters and involve a member of staff by counting down on the starting line. The member of staff encourages the race and joins in by doing some commentary which promotes the children's self-esteem.

Children are encouraged to care for the environment. They look after their toys and help to tidy away from their games in the garden. They remember to turn off the computer games when they are not playing with it. Children have opportunities to learn about other cultures and beliefs as the manager and staff provide a range of activities and experiences to promote their understanding. These include role play and dressing up clothes. Staff support children to develop an understanding of the importance of physical exercise and establish clear expectations about what constitutes a healthy diet. Children bring their own snacks and lunch from home and they compare what healthy foods they have. Children have opportunities to explore risks when they use the large play equipment in the garden. They learn to climb and navigate small structures as they make their way across the nature trail equipment. Staff manage the different ages effectively and the children play extremely well together, often including the younger children in their games.

Routines enable the children to make choices during the day. The room is well resourced and children independently access the areas they want to participate in. The doors are left open and children are free to move between the inside and outside. However, there is no robust risk assessment in place for checking where children are at these times and ensuring they do not leave the club unsupervised because the premises are not secure. Children enjoy the sunny weather and eat their snack together on a large blanket in the garden. Staff remind children how to wash their hands properly and prompt them before meals and after messy activities. Children are protected from the sun by wearing sun cream and have access to fresh drinking water throughout the day.

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

Children are not kept safe because the provider and manager have not completed a risk assessment in relation to the security of the club and have not taken positive steps to minimise possible risks. For example, the inspector was given access to the building via a set of external stairs and then given access to the main hall where the club takes place. Identification was only requested after having entered the room with the children. On the day of the inspection, builders were carrying out essential maintenance in the school building and have direct access to the hall and children. However, there is no security system to prevent unauthorised persons entering the club or for children to leave unsupervised. This has an impact on children's safety and means that requirements of the Early Years Register and Childcare Register are not met. An action was raised at the previous inspection in relation to the security of the club. Therefore, this further breach means that the provider has not taken prompt action to ensure the children are safe.

The manager and staff team are highly qualified. The manager has an understanding of the learning and development requirements and plans an age-appropriate educational programme that takes into account the ages of the children that attend. She monitors the observations, assessments and daily evaluations that staff carry out, to ensure the

educational programme has breadth and depth. Development plans are not effective as the provider and manager have not taken measures to meet a previous action set at the last inspection. The manager ensures that she has systems for regular staff supervision. The staff team meet prior to each holiday to reflect and plan as a team and to consider individual children's needs. As a result, children's individual needs are catered for. Evacuation procedures are practised with the children to raise their awareness of keeping themselves safe and any actions to take next time are clearly recorded. The manager and staff maintain a two-way flow of information with parents and carers and between providers, if a child is attending more than one setting. This means that children have a consistent approach to their learning as their main carers work in partnership.

The club has a range of policies and procedures for staff to follow, which includes the complaints procedure. The provider follows the complaints procedure and maintains good records and documentation. The provider and manager ensure that safeguarding policies and procedures are in place and include an explanation of the action to be taken in the event of an allegation made against a member of staff. This also covers the use of mobile phones and cameras in the setting. Staff all receive training and understand the safeguarding policy and procedure. They know how to recognise signs of abuse, record any concerns and how to share information with other professionals who have a statutory responsibility for children. The provider is robust in her reporting of concerns without delay and seeks advice from other professionals. There is an effective recruitment process and the provider has good systems in place to ensure relevant information is recorded about staff's qualifications, identity checks and vetting processes that have been completed. There is an induction procedure to inform staff of their roles and responsibilities. The manager and staff have a good understanding of the adult to child ratios in line with the Early Years Foundation Stage requirements and ensure that these are maintained. Clear documentation helps staff to see at a glance how many children attending are in the early years age range in order to ensure that their care is not affected by the older 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 children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises without a person who is caring

for children on those premises becoming aware of the child leaving (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 children receiving childcare are kept safe from harm (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised except where the childcare is open access childcare, or where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied (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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	979991
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	122
Name of provider	Sarah June Gray
Date of previous inspection	19/08/2013
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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