

Chipmunks Childcare Ltd

Holy Name Catholic Primary School, Otley Old Road, LEEDS, LS16 6NF

Inspection date	16/09/2014
Previous inspection date	22/04/2010

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 are kept safe and secure in the setting because staff clearly understand their roles and responsibility to safeguard children.
- Teaching is effective because staff know how to support children through regular conversations and build on what they know and can do. They encourage children to think through solutions for themselves so that they are active learners.
- Good partnerships with parents and school provide continuity in children's care, which supports children's learning and well-being.
- Children's behaviour is very good. This is because staff are good role models and they develop respectful relationships with children.

It is not yet outstanding because

- Staff do not always promote opportunities for children to develop their independence skills at snack time.

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 children's activities in the indoor provision.
- The inspector viewed the premises, toys and equipment.
- The inspector spoke with children, parents and staff throughout the inspection.
The inspector looked at a range of the club's documentation, including staff
- Disclosure and Barring Service checks, qualifications, policies and procedures and risk assessments.
- The inspector held a meeting with the manager of the out of school club.

Inspector

Judith Bodill-Chandler

Full report

Information about the setting

Chipmunks Childcare Ltd was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from rooms within Holy Name Primary School in Cookridge, a suburb of Leeds. Children have access to an enclosed outside area and the use of the main school hall. The club serves the host school. There are three staff working directly with the children, all of whom hold appropriate qualifications at level 3. The setting opens Monday to Friday and sessions are from 7.30am until 9am and 3.15pm until 6pm during term time. Children attend for a variety of sessions. There are currently 67 children on roll, six of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their independence skills, for example, by helping to and prepare their own foods and pouring their own drinks at mealtimes.

Inspection judgements

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

Staff have good knowledge of the requirements for the Early Years Foundation Stage and effectively use their knowledge to support the early years children who attend this club. Planning incorporates children's own ideas and staff plan activities which complement those in school. As a result, children's individual interests are well met and a balance of adult-led and child-initiated activities are provided. Staff understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children with special educational needs and/or disabilities receive support which is specific to the way they learn. This sensitive support from staff enables children to feel secure and make good progress relative to their starting points. Staff regularly complete written observations and use photographic evidence to illustrate children's achievements. Clear next steps in learning are identified and used to extend children's learning further. Observations made of children are effectively shared with the class teacher. This cohesive approach ensures children's individual needs are very effectively met, and as a result, children are making good progress.

The quality of teaching is good as staff continually engage with children as they play, listening carefully to what they have to say. They use a good level of questioning so that children can demonstrate what they know. For example, staff sensitively question children about how they mix the different colours of paint. As a result, their language skills are

effectively supported. An exciting and interesting range of activities are offered on a daily basis, covering all areas of learning. The displays of children's artwork and photographs on the walls help them to have a sense of pride in their club. They show good levels of self-confidence and independence. Staff ensure that children are able to make their own choices about how and where they spend their time, and who they play with. As a result, they initiate their own learning and enjoy socialising with friends. Children's mathematical development is supported well. There is a good range of suitable jigsaws and staff support children to complete these by using appropriate positional language to guide them. Younger children enjoy playing with the dolls and prams. As a result, children are beginning to represent their own ideas through role play. Children use a wide range of equipment to make marks and are encouraged to write their name on their work. As a result, children are beginning to recognise and write their own names.

Partnerships with parents are good. Information regarding what children know and can do is gathered from parents before children start in the club. Information is used to plan for children's interests and stage of development, to ensure children's learning is supported from the first day they start. Parents feel welcome in the club and find staff approachable. They share what they know about their children's interests and achievements at home with staff and feel well informed about what is happening on a daily basis.

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

Children are happy and relaxed in the club. Staff quickly get to know children, as parents are asked to provide background information about their child's care, including medical needs and dietary requirements. This supports continuity in children's care. Children are collected from the on-site school by staff and confidently enter the club and greet each other and the rest of the staff warmly. This smooth transition from school to the club helps promote their well-being as they quickly immerse themselves in activities or discussions with their peers. There is an effective key-person system for children in the early years age group. This means that children feel secure in their care and are developing strong and positive relationships with the staff in the club.

Children demonstrate an understanding of healthy practices through routines, such as, hand washing. They are confident in managing their own needs and access the bathroom independently. As a result, children learn to manage their own personal care. Children are beginning to develop an understanding of healthy lifestyles, as they are provided with a nutritious tea and fruit to snack on. However, there is scope for children to develop their independence skills further by helping to prepare their own foods and pouring their own drinks at teatime. Opportunities for children to develop their understanding of the importance of fresh air and exercise are promoted well. For example, children are provided with opportunities go outdoors and enjoy energetic play. Children are encouraged to understand about risk through their use of resources, for example, when they use larger more challenging apparatus outside they are encouraged to wear helmets. As a result, children learn how to manage risk and are developing their understanding and the importance of physical exercise and the effects it has on their bodies.

The environment is well-resourced, which supports children's all round development.

Children access a range of resources which are arranged effectively so that they can access them independently. Children behave well because their behaviour is managed well by staff. Staff are good role models by being polite, caring and listening carefully to children. They apply clear, consistent boundaries and children are cooperative and considerate. For example, children tidy up areas before moving on to select another resource to play with. Children consistently say 'please' and 'thank you' at mealtimes and during play with each other. As a result, children are aware of the boundaries set and behave very well in the club. Children's safety is central to everything staff do. Children know that they have to inform a practitioner when they need to go the bathroom, and are aware of the emergency evacuation procedures. This is because it is regularly practised with them. This means that children are learning how to keep themselves safe in the club.

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

Staff are very clear about their roles and responsibilities to safeguard children. They know the different types of abuse and the signs and symptoms of each. Staff have a comprehensive understanding of what to do with any concerns regarding children's welfare, and what to do if they were concerned about a colleague's behaviour. The manager understands her responsibility to ensure all staff are suitable to work with children. Therefore, all staff are vetted and highly capable of ensuring children are kept safe in the club. The staff complete thorough and detail risk assessments which are reviewed regularly. Daily checks identify any potential hazards as they are found and staff effectively take action to remove them. First aid requirements are met and staff have up-to-date paediatric first-aid training. A password system ensures that only authorised persons can collect the children from the club. Documentation is well kept, such as the daily registers of attendance. As a result, children's welfare and safety are promoted well.

The manager is passionate about her work. She works with children and alongside staff each day. She is aware of what is good quality teaching and discusses staffs' practice with them, in order to deliver a high quality service. The team is very small and they constantly discuss their practice and the positive changes they can make to the club. Staff access a range of training courses which has a positive impact on the provision. For example, children now have more opportunities learn new skills, because members of staff have improved their understanding of how young children learn. The manager has implemented the recommendations from the previous inspection. For example, there is thorough and reflective self-evaluation processes in place which clearly identifies the club's strengths and areas for improvement. Parents, staff and children actively contribute to this process through discussions and regular questionnaires. Areas for development are discussed a team meetings and plans are put in place to address these. As a result, the capacity to continuously improve is very good.

The staff speak with class teachers daily and the manager meets with the reception teacher on a regular basis. This helps staff to complement the learning experiences within the school. Therefore, children's care is consistent and their development is promoted. Partnerships with parents are good. Parents spoken to at the inspection were extremely positive about how well the club is run and how much the children love attending. They

feel welcome in the club and found all the staff very approachable. They are kept well informed and up-to-date with their child's progress and achievements through daily dialogues with the staff in the club, and by the very informative parents' notice board. Policies and procedures for the club are clear and up-to-date. Staff use them effectively to provide a well-managed out of school club which meets the needs of the families who use it. Overall, the club provides very good quality care in safe premises, where children feel welcome and valued.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY395423
Local authority	Leeds
Inspection number	879242
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	67
Name of provider	Chipmunks Childcare Ltd
Date of previous inspection	22/04/2010
Telephone number	07736 276097

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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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