

<b>Inspection date</b>	26 March 2015
Previous inspection date	27 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- An accurate register of children's hours of attendance is not always kept. This means that children's well-being and safety are not fully supported.
- Procedures to monitor staff practice are not yet rigorous enough to improve staff performance.
- Arrangements for self-evaluation are not fully effective in ensuring the provider always takes action to address identified improvements for children.

### It has the following strengths

- Staff understand their safeguarding responsibilities and know how to recognise signs, which may give rise to concerns. Managers have comprehensive systems for checking that staff are suitable to care for children.
- The continuity of children's care and learning is promoted as there are positive partnerships in place with the host school and parents.
- Children behave well and gain an awareness of how to consider and respect the needs of others attending the club. They discuss attitudes and behaviour to help create a happy and welcoming play environment.
- Children experience a variety of activities that enable them to make good use of their time at the club. Consequently, children are confident and motivated learners, who progress well towards their next stages in learning.
- Daily routines are used to develop children's independence. For example, children prepare their own sandwiches and pour their own drinks.

## What the setting needs to do to improve further

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

- keep an accurate daily record of children's hours of attendance
- improve the system for carrying out supervisions of staff to ensure that all staff receive the necessary support to ensure all children benefit from high standards.

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

- develop effective systems for self-evaluation, to help ensure continuous improvements are made.

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

- keep a daily record of the names of the children looked after on the premises, which include their hours of attendance (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises, which include their hours of attendance (voluntary part of the Childcare Register).

## Inspection activities

- The inspector had a tour of the club and discussed how the club operates.
- The inspector spoke with staff and children during the inspection and observed children at play.
- The inspector looked at a sample of children's records, the planning documentation, risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector conducted a joint observation and held discussions with the manager.

## Inspector

Amanda Forrest

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff use their knowledge, gained through appropriate qualifications, to plan and provide a vast range of activities that encourage children to play and explore. Children are confident in choosing activities and are keen to participate in planned art activities, such as painting. Staff enable them to use various materials and provide nearby support while they decorate their work. Equally, staff facilitate table-top games and join in children's role play to enhance and support their learning. Children's interests and needs are well known to staff. Well-established partnerships with parents and the school, which children attend, means information is continually shared. Therefore, staff complement and continue children's learning at home and school. For children whose progress is less than expected, this is particularly successful in ensuring they receive the additional support they need.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children's well-being is compromised in the club because staff do not always follow procedures to keep them safe, especially in the event of an emergency. For example, registers of children's hours of attendance are not accurately maintained to support fire evacuation procedures. Staff respect children's interests, which helps them to feel valued and important. For example, they include children's views in the planning process. Children are met from school by a familiar member of staff. This helps them to feel safe and secure. Children benefit from daily opportunities to play outdoors and engage in physical activities, which support their health. Staff are effectively deployed to ensure children receive appropriate supervision in their play.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The manager has a satisfactory understanding of the safeguarding and welfare requirements. Since the last inspection and monitoring visits, the manager has shown a clear determination to improve the club for children and parents. For example, safeguarding procedures are clear and understood by all staff and the manager is fully aware of her responsibilities. In addition, rigorous recruitment and induction procedures are in place to check the suitability of all members of staff. Documentation is organised and accessible for inspection. All staff attend training on safeguarding and child protection. This means that as a team, they are confident in policies and procedures to help them deal promptly with any concerns. However, daily registers of children's hours of attendance are not always completed accurately, which compromises their safety and well-being. Appropriate arrangements are in place to monitor staff performance. However, supervisions are not carried out regularly and lack focus on supporting staff to improve their practice. As a result, some staff are less confident with knowing where children need support, in order to complement their progress. Systems for evaluating what is working and what needs improvement are developing. However, staff do not yet seek the views of parents and children in their drive for improvement.

## Setting details

<b>Unique reference number</b>	EY301349
<b>Local authority</b>	Leeds
<b>Inspection number</b>	985508
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	30
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Caroline Hullah
<b>Date of previous inspection</b>	27 May 2014
<b>Telephone number</b>	01937 572612

Groovy Kidz was registered in 2005 and operates from Bardsey Primary School in the village of Bardsey near Wetherby. The club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The club is open Monday to Friday, from 7.45am to 9am and from 3.30pm to 6pm during term time and from 8am to 6pm during school holidays.

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