

<b>Inspection date</b>	21 August 2015
Previous inspection date	4 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff hold a wide range of relevant qualifications. The team is therefore skilled in meeting the varied needs of the children who attend.
- Children's development is strongly promoted because staff know the children well. They use information from accurate observations to plan appropriate and challenging activities that are fun and engage the children's interests.
- Staff, including volunteers, have a strong understanding of how to keep children safe. There are clear procedures in place should staff have any safeguarding concerns about children. Children are taught how to keep themselves safe and healthy.
- Staff are consistently attentive and caring towards children. They give them lots of time, encouragement and praise which supports their emotional well-being. As a result, children are welcomed and feel secure.
- All staff are involved in evaluating the play scheme and views are sought by parents. The information gathered is then used to plan for improvements in practice.
- Partnerships with parents and other professionals are strong and help to support children to progress from their developmental starting points.

### It is not yet outstanding because:

- Occasionally, staff do not gather detailed information about children's needs, abilities and interests before they attend.

## What the setting needs to do to improve further

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

- strengthen systems for gathering detailed information about children's needs, abilities and interests from parents and other agencies before they begin to attend.

### Inspection activities

- The inspector observed children at play in the group.
- The inspector held discussions with parents, children, staff and volunteers throughout the inspection.
- The inspector observed interactions between staff and children alongside the manager.
- The inspector held a meeting with the manager and the volunteer coordinator.
- The inspector checked the suitability of staff and sampled documents, including policies, and records held relating to staff and children.

### Inspector

Clare Wilkins

## Inspection findings

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

Children have lots of fun as they take part in a range of appealing activities based on their interests. The team is led by qualified teachers and all staff, including volunteers, attend lots of relevant training courses. They are therefore able to involve and challenge all children in a way that supports their individual needs. As a result, all children are supported to take part, make choices and enjoy a variety of experiences. However, on occasion, information gathered before children attend does not give a clear indication of children's current levels of development. Consequently, staff cannot plan for children's individual needs from the outset. The manager is a key person for children in the early years age group. She oversees all aspects of their development and works closely with parents and other professionals to ensure children have a positive experience and are supported to reach the next stage in their learning and development. Observations and daily team discussions allow staff to monitor children's experiences and plan how to best meet their needs.

### **The contribution of the early years provision to the well-being of children is good**

Children's individual needs are met very well because staff develop in-depth knowledge of their particular needs, abilities and preferences. Individuality and difference is fully acknowledged and valued and this underpins children's self-esteem and confidence. Staff have realistic expectations of children's behaviour and are respectful and polite to the children and each other. Children learn to build relationships and to understand the behaviour and feelings of others, including through carefully planned strategies intended to encourage friendships and tolerance. High numbers of staff and volunteers are effectively deployed to care for the children. This ensures their safety and allows children to independently explore their environment, try things out and develop their independence. This gives them skills needed for the next steps in their education. Staff promote hygiene practices and teach children skills in self-care, including how to identify and manage risks. They have lots of opportunities for fresh air and exercise which promotes their physical development, health and well-being.

### **The effectiveness of the leadership and management of the early years provision is good**

The manager is extremely dedicated to her role and understands and implements the requirements of the Early Years Foundation Stage. She monitors staff performance through supervision and mentoring, and provides a wealth of training to ensure they meet the needs of the children who attend. Volunteers are very well supported and supervised by a volunteer coordinator who ensures they receive the same training and support as employed staff. All adults have attended recent safeguarding training and fully understand how to keep children safe. Parents speak extremely highly of the setting. They comment that, 'The impact on children's development is amazing' and that the group is their 'rock', the only place they can leave their child without any anxiety.

## Setting details

<b>Unique reference number</b>	EY337690
<b>Local authority</b>	York
<b>Inspection number</b>	862738
<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>	15
<b>Number of children on roll</b>	263
<b>Name of provider</b>	Snappy
<b>Date of previous inspection</b>	4 April 2012
<b>Telephone number</b>	01904 640562

Snappy was registered in 2007 and provides play and recreational opportunities for children with special educational needs and/or disabilities. It opens during school holidays from 10am to 4pm and is also open on most Saturdays during term time. There are 13 members of staff who have a wide range of appropriate qualifications, including teaching, playwork, childcare and nursing. The group has extensive support from volunteers who have attended relevant training.

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