

# The Young Ones

Inspection report for early years provision

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**Unique reference number** EY365283  
**Inspection date** 29/09/2008  
**Inspector** Brenda Joan Flewitt / Samantha Powis

**Setting address** Preston School, Monks Dale, YEOVIL, Somerset, BA21 3JD

**Telephone number** 01935 433 365

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Young Ones has been registered as a privately owned group since December 2007. It previously functioned under a partnership since 1978. The Young Ones operates from a self-contained unit situated in the grounds of Preston Comprehensive School in Yeovil, Somerset. Children have use of a main playroom and associated facilities. There is an enclosed grass area available for outside play. The playgroup opens from Monday to Friday, term time only, from 09.15 until 16.00, with out-of-school care offered from 15.15 until 18.00. There is also a play scheme operating Monday to Friday, from 08.00 - 18.00 during the school holidays.

The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children may attend at any one time. There are currently 28 children on roll. Of these, 18 are in the early years age group, and 11 are in receipt of funding for early education. Children aged over eight years also attend the after school and holiday play scheme provision. The owner/manager employs eight staff, the majority of whom hold, or are working towards, relevant qualifications.

## Overall effectiveness of the early years provision

Children's needs are not met sufficiently in all areas of their welfare and development due to staff's limited understanding of the Early Years Foundation Stage (EYFS). Children's safety is compromised as systems for vetting staff are unclear, and the procedures to be followed in the event of the manager's absence do not meet requirements. Children are happy and confident within the setting and have access to a generally good range of resources, however, activities are not stimulating or planned according to children's individual interests to motivate them in their learning. Although there are systems in place to liaise with parents about meeting children's needs, everyday practices do not always ensure that children's health and safety and individual progress is promoted. The self-evaluation systems are not fully effective in identifying when requirements are not met.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

## What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and provide an interesting and stimulating range of experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 28/03/2009
- implement rigorous recruitment procedures to ensure that all adults looking after children are suitable to do 07/10/2008

so (Suitable people) (also applies to both parts of the Childcare Register)

- ensure there is a named deputy who is able to take charge in the absence of the manager. (Suitable people)

07/10/2008

To improve the early years provision the registered person should:

- review everyday procedures to ensure that they meet children's individual needs with particular regard to health and safety
- develop self-evaluation and monitoring systems to help identify weaknesses and implement improvement.

## **The leadership and management of the early years provision**

Children are not safeguarded sufficiently as the staff recruitment procedures are not rigorous enough to ensure that all staff have been vetted and maintain suitability. Overall, staff have a satisfactory understanding of recognising signs and symptoms of abuse and the procedures to follow with concerns, which helps to protect children from harm. Risk assessments are completed, however, these are not always effective in promoting children's safety during everyday activities. For example, electric sockets are not always made inaccessible in areas used by children. Most of the required records are completed clearly to promote children's welfare, but records which demonstrate staff's suitability are inconsistent.

There are basic systems in place to help identify some areas for improvement such as staff appraisals. However, the operational plan and policies and procedures are not all reviewed frequently to ensure that they reflect current practice. For example, the food and drink policy details 'snack time' when nutritious food is provided, however, this is not part of the setting's daily routine. Although the adult-to-child ratio is often high, staff deployment is not always effective in promoting children's learning and development. Some sessions are not organised well in advance which results in staff carrying out practical tasks after the children have arrived. Children are not motivated to become independent learners, as staff lack a full understanding of how to support children's play to maximise their learning. The setting does not meet the requirement to have a named deputy to take charge in the manager's absence.

Staff maintain ongoing communication with parents which helps meet children's welfare needs. Parents are supplied with suitable information about the provision by way of news letters and a notice board which includes the weekly planning of activities. Staff make themselves available to parents as children are delivered and collected to discuss children's wellbeing. Parents have some input into their child's learning, as information is sought from them about their knowledge of their child's development.

## **The quality and standards of the early years provision**

Children are not making sufficient progress in their learning as activities are not stimulating or linked to children's individual interests. Key workers have started to develop a system which includes recording observations of children's achievements and interests. However, these are not used effectively to help staff plan the next steps in children's individual learning. Although the environment is arranged into various areas of play and there is a generally good range of resources available, children are not encouraged to extend their own play and learning. There is no time during the session when children come together as a group for discussion or for activities such as stories or singing. Staff do not always set appropriate challenges to support children's progress towards the early learning goals. This all results in children lacking focus and purpose in their play.

Most children are confident in using language to communicate with peers and adults, using words to describe what they are doing or the texture of materials. They use mark-making materials at times during their play but are not always encouraged to write for a purpose such as naming their own work. Books and stories are not used on a daily basis to support children's learning. Children hear staff using numbers, comparison language and shape names as they lead activities, however, this is not always relevant to each child's ability and understanding. Children use their senses to explore materials such as dough, sand and paint. However, the lack of appropriate and timely staff interaction means that children do not benefit fully from these activities. Some show an interest in the natural environment as they play outside which includes collecting leaves or finding insects. Children develop skills in using technology as they use a computer to make designs on the screen, followed by printing the picture on to paper.

Children learn about aspects of maintaining their own health through daily routines, and planned activities such as helping to cook lunch one day a week. Children can access their individual drinks bottles throughout the day to ensure they do not become thirsty, however, the procedure for children to have a snack during the morning does not meet the needs of all children. For example, when a child forgets to ask for a snack from their lunch box before 11.00, they are denied food before lunch time. Children have daily opportunities for fresh air and exercise as they play chasing and imaginary games outside, using equipment such as balls, wheeled vehicles and low-level climbing frames and slides which helps develop large muscle skills.

Children generally behave well. They learn to take turns and share resources, receiving praise from staff which helps to boost their self-esteem. They learn about the rules of the setting, as staff constantly remind them, for example, by asking 'where do we run, where do we shout?', which helps children adhere to expectations of the staff, and promote aspects of their safety. However, at times children receive inconsistent messages, for example, children are encouraged to stand on chairs while helping make dough, but later are reminded that standing on chairs may be unsafe. Children learn what is expected if they must leave the building in an emergency as they are involved in practising the fire procedure on a regular basis.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Inadequate
How well does the provision promote inclusive practice?	Inadequate
The capacity of the provision to maintain continuous improvement.	Inadequate

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Inadequate
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Inadequate
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Inadequate

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Inadequate
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Inadequate
How well are children helped to stay safe?	Inadequate
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Inadequate
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 07/10/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 07/10/2008

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.