

# The Young Ones Ltd

Inspection report for early years provision

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**Unique reference number** 139107  
**Inspection date** 14/05/2009  
**Inspector** Susan Elizabeth Tovey

**Setting address** Scout Association: 2nd Uxbridge Scout Group (St. Margarets), 2 Gattling Way, Uxbridge, Middlesex, UB8 1ES  
**Telephone number** 01895 274206  
**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 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 Nursery is run by Young Ones Limited. It opened in 1986 and operates from the Scouts Hall in Uxbridge in the London Borough of Hillingdon.

A maximum of 31 children in the early years age group may attend the nursery at any one time. There are currently 41 children on roll aged from one to the end of the early years age group. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery is open each weekday from 07:30 to 18:00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area. There is a staff team of six working with the children, five of the staff, including the manager hold early years qualifications.

The nursery receives support from the Local Authority, Child Care Development Team.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. Children are cared for in an extremely welcoming and child centred environment, which ensures that they are secure and happy. Exemplary practice across the areas of the nursery ensures staff promote all aspects of children's learning and welfare. The provision for inclusive practice is exceptional and the unique qualities of every child are highly valued and respected. Comprehensive self-evaluation methods ensure the staff frequently review their practice, ensuring improvements are continually made and the nursery offers the highest standards of practice.

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

To further improve the high quality early years provision the registered person should consider:

- continue to enhance children's opportunities to further explore sensory play.

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

The staff are well qualified, experienced and dedicated to improving the quality of care and education already provided. The enthusiastic staff team work very effectively together. Formal appraisal systems and regular staff meetings helps staff to identify and plan in advance for any additional training needs. The manager and staff are highly motivated and continually strive to improve and develop their already outstanding setting. All recommendations set at previous inspection have been fully met. The nursery's recent funding bid was successful and there are plans to use this to develop the garden and sensory areas. The

nursery's self-evaluation is thorough and comprehensive, and is seen as an ongoing exercise. The staff actively seek the views of both parents and children through questionnaires and discussion, their suggestions are highly valued and included in future plans.

Staff have an extensive understanding of their role in safeguarding children and all relevant records are maintained and staff frequently keep their knowledge of appropriate procedures up-to-date. The nursery is thoroughly secure and robust recruitment procedures ensure that all staff are vetted appropriately to work with children. Regular and comprehensive risk assessments of the setting and outside areas are carried out daily to ensure that children can play safely. Children's welfare is paramount, the nursery keeps accurate records and implements a wide variety of regularly reviewed policies and procedures.

Excellent partnerships are established with parents and carers, who all receive a daily information diary and verbal feedback regarding their child's care. There are excellent systems for obtaining information which enables the staff to provide for the individual needs of each child. Detailed progress reports are completed and parents are invited in for regular reviews. They are warmly encouraged to be fully involved in their children's learning. As a result, parents' and carers' feedback is unreservedly positive about the quality of care received by their children. Strong links have been established with early years professionals ensuring children's individual needs are consistently recognised, planned for and addressed. A fabulous range of innovative activities are planned in regular themed 'Fun Days' like 'Wild West', and 'Alien Tea Party', these events are extremely popular and well supported by all.

The promotion of inclusive practice is outstanding. Staff are highly intuitive with all children and respect their individual preferences. For example, staff recognise when anxious. The key person system is highly effective as staff know each child exceptionally well. They tailor the daily routine in order to cater for each child's welfare needs.

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

Children are very happy, settled and confident. They are highly motivated and eager to learn due to the very stimulating environment and the exciting and challenging activities that reflect and build on their individual needs and interests. The exceptionally wide range of resources both indoors and outside are easily and safely accessible throughout the day. Children are very well behaved, polite and courteous, and respond positively to the consistent praise and encouragement they receive from the staff. They show good levels of self-esteem and take responsibility for their environment. For example, as they help to tidy resources away. Children eagerly bring their artwork from home and proudly display it for the other children to see.

Children have uninterrupted time to really consolidate their learning and explore activities, and develop their imagination and natural curiosity. Children's own ideas and views are clearly listened to, acknowledged and respected. These are

incorporated into the individual planning of the curriculum. The staff utilise all available space both inside and out, highly effectively in order to promote all areas of learning and development. Children have the opportunity to participate in an abundance of exciting activities. For example, they thoroughly enjoy planting in the garden and checking for bugs under the logs with the aid of giant magnifying glasses. Children organise a game of 'Twister' and throw paint dipped balls at paper attached to the fence to make a large artwork. Due to the extensive opportunities for children to see and use writing for a purpose, as well as effective labelling in the setting, children are making excellent progress in their communication, language and literacy skills. They can identify their name card and attach it to the wall display. There are numerous opportunities for children to develop mark making both inside and outside. Older children confidently write their names on their work, shopping list and signs with mark making by all children evident throughout the nursery. Children use mathematical language in their play. They count the number plates for lunch time, measuring objects to see which is longer and play 'snap' matching the different number values. The use of these skills together with the regular use of the computer, camera and battery operated toys, contributes effectively to children's future economic well-being. Children make choices and are highly imaginative in their play which is expertly supported and enhanced through staff input. For example, children with the help of a mirror skilfully apply face paint to create animal faces. They make music, marble paint, squirt water and dress up, whilst others prefer to relax on the cushions with their favourite book or give a puppet show. The manager would like to enhance this outstanding provision by further developing the sensory play area.

Children's health needs thrive due to the outstanding practices within the nursery. They are involved in a comprehensive range of purposeful activities to promote a healthy lifestyle. Children enjoy an excellent variety of very healthy and nutritious 'home-cooked' meals provided by the cook. There is a lovely family relaxed atmosphere at mealtimes. Children delight at participating in cooking activities and independently serve themselves. Detailed health and dietary information is obtained from parents which enables staff to offer the appropriate level of care and protect children from being exposed to foods which may affect their well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met