

The Young Ones

Inspection report for early years provision

Unique reference number	EY365283
Inspection date	01/06/2009
Inspector	Mary Daniel / Susan June Stone
Setting address	Preston School, Monks Dale, YEOVIL, Somerset, BA21 3JD
Telephone number	01935 433365
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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 has been registered as a privately owned group since December 2007 and previously functioned under a partnership since 1978. The group 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 to 18:00, during the school holidays.

The group is registered to receive government funding for early education. Ofsted have registered the group on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children aged from two to eight years at any one time. There are currently 87 children on roll, 34 of whom are in the early years age group. Children aged over eight years also attend the after school and holiday play scheme provision. The owner/manager employs 11 staff, the majority of whom hold, or are working towards, relevant qualifications in childcare and early years education. The group receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individuality is recognised and they are settled within a welcoming environment where each child and family is valued. Children make steady progress in their learning and development as staff get to know them well and are starting to base activities more on their individual interests. Emphasis is given to evaluating the provision offered and this supports staff well in their aim to make ongoing improvements to enhance the quality of care for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further establish the planning and assessment systems to ensure children's next steps in their learning are effectively identified and used to support the provision of activities based clearly on their existing skills and abilities
- review the overall organisational structure of sessions to further extend children's learning opportunities, with particular regard to making more use of everyday routine activities and including more group times to fully support the developmental needs of all children
- further develop the procedures for risk assessments to ensure full details of outings are recorded and maintained
- further develop systems of working in partnership with parents and other providers involved in children's care to promote the consistent delivery of the

Early Years Foundation Stage, and extend the information gathered on children's developmental starting points

The leadership and management of the early years provision

Children's well-being is satisfactorily supported through the well organised play environment, where they can make their own choices in play from easily accessible and clearly labelled toys and resources. Overall, required operational policies and procedures are in place and are currently being reviewed and updated. Parents complete a detailed enrolment form, which gives clear information on children's personal, medical and dietary needs. Consequently, staff are familiar with any specific needs of children attending, and this helps to maintain continuity in their care, although information gathered on their developmental starting points is limited. Friendly relationships are formed with parents and their involvement in their child's learning is encouraged through a 'What makes me unique?' form to which children, parents and staff can all comment. This provides clear opportunities for parents to exchange information on their child's achievements with staff. However, systems to link more closely with any other carers, such as childminders, to develop a consistent approach to children's care and learning, are not in place. Staff work well together as a team and are all involved in evaluating the provision offered. This has helped them in addressing the actions and recommendations from the previous inspection, which related to planning, staffing and recruitment, health and safety and monitoring systems. Staff are now establishing a new planning and assessment system, which is based on the Early Years Foundation Stage and promotes interesting play activities for children. Staffing has been reviewed and two qualified deputies appointed. Snack times are more flexible and risk assessment systems have been improved, which helps to keep children safe. Staff are working well together in monitoring and reviewing the strengths and weaknesses of their practice, which effectively supports them in making ongoing improvements. For example, the garden area has been developed well to enable children to have more opportunities to play out in the fresh air in all weathers. Staff have identified ideas they want to implement to provide further play and learning experiences outside. This provides children with valuable learning opportunities, such as growing broad beans, lettuce and cabbages, or examining the insects they find in this area. Children's welfare is supported through the sound procedures in place to help safeguard them. Visitors' attendance is recorded and clear, and suitable staff recruitment and vetting procedures have been implemented. Staff understand how to manage any concerns arising and are planning to attend further training to update their knowledge. This shows staff are committed to improving their practice to promote children's care.

The quality and standards of the early years provision

Children have fun in their role play 'supermarket' and 'café'. They sort through the 'food' on the shelves and take this to the 'checkout' where they use their 'money' to pay. This encourages children's imagination in play and also supports their communication, personal and social needs as they discuss which items they are buying. They go to their 'café' and choose from the menu to eat lasagne and chips,

or pasta and salad. They put a 'pizza' in the oven and count out how many pieces they will need for their 'customers'. Staff use effective questioning to extend children's learning through this role play. Children are encouraged to 'write' down their orders and staff talk to them about foods that are healthy so they can encourage their 'customers' to choose wisely! This promotes children's awareness of keeping themselves fit and healthy and provides opportunities for them to 'write' for a purpose and see written words have meaning.

Children enjoy experimenting with music and sounds and beat on the drums, shake some bells and strum on a guitar. They develop some sense of belonging in circle time as they stretch their arms to the 'Heads, shoulders, knees and toes' tune, and also sing their 'clock' song before lunch, although overall times when children join together as a group are limited. Children have various opportunities to mark make, and some are starting to form recognisable letters of their names. They begin to sound these out, which helps them start to link sounds with letters and so promotes their early reading awareness. Children start becoming familiar with numbers as they group objects together and find the hidden numbers hanging on the trees. They plant sunflower seeds for their indoor garden and see how tall they grow. They enjoy meeting the firemen who visit and who talk to them about keeping safe. This helps children develop a sense of their community. They sometimes visit a local play park. Children's safety on outings, such as to an animal farm park, is assessed carefully, although this information is not fully recorded. Children are protected from the sun as they wear hats outside and have sun cream applied. They are encouraged to have frequent drinks, which are kept easily accessible, which helps them stay well hydrated. Overall, meaningful play experiences are provided, which are based on children's interests and this encourages their participation in activities. However, some everyday routines, such as snack time, are not always organised well to maximise children's learning opportunities or help develop their independence and social skills. Planning and assessment systems are reviewed and help staff provide activities covering each area of children's learning. Staff are now working to further establish these systems to ensure activities are consistently and effectively building on children's existing skills and abilities.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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