

Y Active

Inspection report for early years provision

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Inspector

Arda Halls

Setting address

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Type of setting

Childcare on non-domestic premises

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Y Active Holiday Play scheme is run by Central YMCA. It opened in 1996 and operates from four areas in a purpose built gym in London's West End in the London borough of Camden. The play scheme is easily accessible by ramp from outdoors and by lift internally. It provides sport, fitness and play opportunities for children aged between four and eight years during school holidays.

A maximum of 32 children aged four to eight years may attend the holiday play scheme at any one time. The holiday play scheme is open each weekday from 8:30 am to 5:30 pm and Saturdays from 10:00 am to 1:00 pm. There are currently 200 children aged from five to under eight years on roll. There are 32 children present, aged five to eight years. Children aged over eight years also attend the play scheme. Children come from the local and wider community and they are all club members.

The play scheme employs six staff, four of the staff including the manager hold appropriate early years qualifications and all staff are working towards further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage and successfully plan activities for children that meet their individual needs and enhance the early years experiences they have within the play scheme. The provision welcomes and supports children with special educational needs and disabilities. Children are safe and secure at all times and enjoy their time in the setting. The play scheme welcomes children and their parents and has developed very good relationships with them, showing respect and promoting two-way communication. The staff regularly reflect upon their practice but there is no formal approach to self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to improve the safety and security during children's swim times by reviewing risk assessments to ensure all staff are consistently aware of numbers of children in the water at any given time
- continue to implement effective procedures for preventing cross infection with regard to hand washing
- further develop the opportunities for young children to have access to toys and resources before and after scheduled activities

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff have a successful understanding of how to recognise signs and symptoms of abuse, and the procedures to follow if they should have a concern. Suitable recruitment procedures are in place to ensure that all adults working in the setting are suitable to be with the children. Precise documents on site verify the suitability of the members of staff. Systems are in place to ensure that adults who are not vetted are not left unsupervised with children and staff have a good understanding of their role in this procedure.

Children are kept safe and secure in the premises as staff complete regular risk assessments to ensure that children play in a safe environment, both inside and outside when travelling to local parks and places of interest. Staff are vigilant about the safety of the children, for example they sit children down before departing on an outing and go through the rules of how to keep safe. The children sit attentively and listen carefully to the staff's instructions. Children are quick to call out what they should do to keep safe. Older children are frequently paired up with younger ones to help keep an eye on them as they walk to the parks. Staff take care to stop the traffic to ensure children are safe as they cross over roads. In addition, staff encourage children to learn about keeping themselves safe indoors as they gently remind them not to dive in the shallow end of the pool, not to push one another and not to run along the sides of the swimming pool. Children are assessed to see how competent they are at swimming and then instructed which area of the pool they should swim. The pool is marked off in swimming lanes and children are thoroughly supervised up and down within one lane. However, some staff are not accurate in the head count of children who are in the pool.

The manager is in the process of developing self-evaluation and has made a start by gathering comments from parents and children about the play scheme. This gives the manager and staff an accurate understanding of the strengths and areas for development of the provision for children in the Early Years Foundation Stage.

Staff provide a welcoming environment in which children can choose how active they would like to be. There is access to a good range of well organised activities and resources. Effective staff deployment provides good support for children's welfare and development. Staff know children as individuals, consequently they consistently meet their individual needs. Staff help children to develop a positive attitude towards people's differences by providing a selection of resources and activities that reflect diversity and by setting a good example of how to respect one another.

The setting establishes effective partnerships with parents. All relevant information is exchanged with parents at the beginning and end of the sessions to ensure consistent and appropriate care is provided. Parents are unanimous in the praise for the club and the staff. The staff establish good working relationships with parents and demonstrate their satisfaction of the care their children receive by returning to the provision time and time again.

The quality and standards of the early years provision and outcomes for children

Children quickly settle into the day's activities by congregating in a secure room where they watch children's films and play freely together before activities begin. They talk with ease with one another and clearly feel confident and secure in this relaxed, yet well organised environment. They make their needs known and enjoy sharing experiences and ideas with staff, who are friendly and interested in them as individuals and put them at their ease. Children are attentive as their names are called out to divide them into groups and to double check that they are present.

Children quickly disperse into groups to go swimming, take part in crafts or play games and jump on a bouncy castle. They particularly enjoy craft time where they make self-hardening sculptures out of vibrantly coloured self-hardening dough. They learn to follow instructions and to share as they call out when they have spare dough of a particular colour to exchange with others. At the end of the day they are able to take home their creations which gives them a good sense of self-achievement.

Children show an interest in each other as they play games in the gym. Children have a variable level of understanding and skill as they play on mats and take part in group races. They listen intently to their peers and to the instructor who is skilled at noticing who needs extra help or support. Staff constantly praise the children which means they increase their self-confidence and thoroughly enjoy their activities. Great care is taken when children jump on the bouncy castle so that children do not collide and do not somersault which would put them at risk of injury. They are cooperative with staff who explain the rules to the children so that they understand them effectively.

Children are well organised as they leave the communal play room and take the stairs to the swimming pool. They know to walk sensibly and they hold the banister on the staircase. They are effectively supervised as they change their clothes and shower before swimming. Children are learning to swim through play. They have a good selection of floating and sinking toys which encourages them to swim. Children are not put under pressure to compete or to use specific strokes, but are gently encouraged and supported as they propel themselves up and down the pool. This provides them with skills that are essential for the rest of their lives, gives them invaluable experience and encourages their physical development consistently.

Planning is securely based on the children's interests and ideas. Children make spontaneous choices from the varied range of activities on offer each day. They concentrate well on both self-chosen tasks and adult-led activities. Children use language very effectively to communicate, initiate conversations, describe what they are doing and organise their play. A selection of books and toys are available in store cupboards, but are not always accessible to children between organised activities.

Children enjoy a healthy lifestyle. They practise good procedures for their own

personal hygiene, and are beginning to learn about healthy choices in what they eat. Children choose from a range of oat bars, sea salt crisps, chocolate and non-fizzy drinks. Some children bring healthy snacks from home and are well disciplined in choosing a snack from the variety of foods available in their individual lunch bags. Parents are informed that there is no refrigeration for foods that they provide for their children and therefore provide non-perishable foods or foods with an ice pack supplied inside their bags. Children are free at any time to drink water although many children have drink boxes or unbreakable bottles of drink from home. Snack time is a social time for children who sit and chat with friends. However, organisation of this time does not promote children to wash their hands before eating.

Children have daily opportunities for fresh air and exercise, with a good choice of equipment to help develop large muscle skills. For example, they participate in throwing and catching activities, and enjoy ball games in the park. Children are particularly pleased as staff join in with their games throughout the day.

Children are encouraged to be generally considerate to others, and any unacceptable behaviour is managed effectively by staff using age appropriate and positive methods. Older children in the setting have a positive impact on the younger children. They demonstrate a caring attitude towards others and include them in activities by explaining how to play the games.

Children develop an understanding of the world around them as they play with one another and celebrate events such as St Patrick's Day and Eid. Staff are beginning to increase their supplies of resources to help children learn about diversity including organising a wider selection of books that are available throughout the play scheme.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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