

The Young Ones Ltd

Inspection report for early years provision

Unique reference number	139107
Inspection date	24/01/2011
Inspector	Victoria Vasiliadis
Setting address	Young Ones Ltd, 2 Gatting Way, UXBRIDGE, Middlesex, UB8 1ES
Telephone number	01895 274206
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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).

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

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 34 children in the early years age group may attend the nursery at any one time. The children attend for various sessions. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

The setting is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. There is a staff team of eight who work with the children, six of whom hold early years qualifications, including the manager.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happily spending time playing and exploring, and they are making good progress in their learning. But, at times some of the children are not sufficiently involved. There are clear systems in place to share information with parents and other professionals and overall children's individual needs are met. There are systems in place to assess the service offered, but new priorities have not been identified. In the main, the children are safe and secure, but risk assessments for outings are not in place. The systems for notifying Ofsted are not sound.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 20/02/2011

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

- review the organisation of the lunch time session so that all of the children's individual needs are met
- review the systems for self-evaluation and identify new priorities to help improve outcomes for the children.

The effectiveness of leadership and management of the early years provision

The staff have a clear understanding of the possible signs and symptoms that may be displayed if children are being harmed and the reporting procedures to follow. There is a designated person in place to deal with safeguarding issues and satisfactory written procedures are in place to deal with child protection issues and allegations made against adults working with the children. However, the provider has committed an offence by failing to notify Ofsted of a significant event. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

The setting has appropriate systems in place to ensure that those adults working directly with the children are suitable to do so. For example, the setting ensures that staff with Criminal Record Bureau checks from previous employers are renewed. Therefore, they do not have unsupervised access to the children until these are in place. Staff are vigilant in ensuring that children only go home with those adults who are permitted to do so. There are effective risk assessments in place and the nursery has taken action to ensure that risks both inside and outside have been minimised so that children can play safely. Parents accompany their own children on outings which are arranged by the setting, but these are not risk assessed.

The children are provided with a wide range of good quality equipment, toys and resources that are interesting and challenging. Staff are well deployed to support children's learning and ensure routines run smoothly. The setting has satisfactory systems in place to identify their own strengths and weakness. For example, the manager has made some changes in relation to the routines to try and improve children's experiences within the setting. However, they have not reviewed their current self-evaluation systems since the last inspection. As a result, future targets have not been identified to sustain and improve outcomes for the children. The manager is keen to develop the staffs knowledge and continuous professional development and as a result, staff frequently access training that is provided by the local authority. In addition, the manager and deputy are in the early stages of completing a Foundation degree in Early Years.

Children benefit from the positive relationships their parents and carers have with the setting. This ensures that children's individual needs are identified and continuity of care is offered. The systems for sharing information with parents are effective. For example, parents and carers are informed of their children's learning and development as regular review meetings take place. They can access their own children's developmental records as they wish. In addition, the setting ensures that parents provide them with as much information as possible before children start the setting. Discussions with parents reveal that they are very happy with the service provided and many stated that they have recommended the nursery to other parents. The systems for working with others involved in the care and education of the children continue to develop and evolve as the need requires. For example, the setting completes transitional documents on the children's learning which can be taken to their new setting or nursery school as a means of sharing

children's development and achievements. In addition, the staff have developed good links with the local authority inclusion team to ensure that any issues surrounding the children's development are identified and addressed early. The nursery has also participated in the ECAT initiative with the local authority. This has provided good support in developing the children's communication skills.

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

Children make good progress in relation to their starting points and capabilities. This is a result of the effective systems that are in place which identify children's likes, dislikes, interests and abilities. Observation and assessment is clearly linked to planning which is flexible, responding to children's individual interests, their starting points and their capabilities. Children spend periods of time busily engaged in their chosen activities. For example, the children enjoy using the writing materials to write letters and then post them during role play in the office.

Children's independence skills are encouraged as staff offer them support to carry out tasks on their own. For example, the environment is set up to enable children to self select toys and resources and move freely from one area to another. The setting has a key person system in place which enables staff to plan learning experiences around the children's individual interests. However, there are times when children are not always involved or engaged, such as lunch time and during the large group story time.

The children's speaking and listening skills are developing well as they are encouraged to listen to one another and take turns when speaking. They are provided with a good range of resources such as mark making, drawing, stories and writing opportunities which support their literacy skills. For example, the children thoroughly enjoy using the chalks to draw letters, shapes and numbers on the ground and garden wall. Staff use appropriate methods of teaching, such as demonstrating tasks and asking open-ended questions to encourage children to think for themselves.

Children investigate how things work as they experiment with magnets and are learning about their environment. For example, visits from local fire brigade have taken place. Children also have access to programmable toys and phones which encourages their knowledge of information technology. Children's problem solving and numeracy skills are supported by staff who encourage them to construct models using different sized wooden bricks and to explore shape and size. In addition, the children learn to count everyday objects such as the number of cups needed at snack time.

Children receive lots of positive praise when they achieve something so that their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends. The children can play and work feeling safe and secure as the staff maintain clear, reasonable and consistent limits. The children learn about the wider environment as they acknowledge a selection of

festivals, such as Diwali and Christian festivals. In addition, colourful displays depict images from different cultures, races and families. This supports the children's understanding of diversity.

The children are learning the importance of staying safe. For example, they are reminded about the consequences and impact of their behaviour on others. In addition, the setting routinely conducts fire drills and visits from the local fire brigade develop children's understanding of fire safety and what to do in the event of an emergency.

Children's health is well supported and they are provided with snacks, lunch and tea that take account of any dietary requirements or allergies they may have. The setting works hard to ensure that they meet environmental health requirements in relation to the preparation and handling of food. They have achieved a very good rating for food safety management and high standards of compliance with food safety legislation. In addition, the staff ensure that they wear aprons when handling and serving food and children are reminded to blow their noses and dispose of tissues appropriately. Children do not attend the setting if they are unwell or infectious, thereby cross infection is minimised. Children have access to the outdoor area where enjoy pushing the buggies around and running around chasing after their friends. The setting also organises sessions with an external company who visit twice a week to support the children's physical development.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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