

Young Ones (MK) Limited

Inspection report for early years provision

Unique reference number

EY345121

Inspection date

14/07/2011

Inspector

Cliff Walker

Setting address

Rickley Park Primary School, Bletchley, Milton Keynes, MK3
6EW

Telephone number

07939 088 959

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

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 does include the provider's confirmation of compliance with the requirements of the Childcare Register, or otherwise, at the end of the report.

Young Ones (MK) Limited out of school club was opened in 2006 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting is privately owned. It is situated within Rickley Park Primary School, Bletchley, Milton Keynes, Buckinghamshire. Children have access to the community room, music room, school hall, kitchen and eating area and toilet and washing facilities. Children use the school's securely fenced playground and very large all-weather pitch for outdoor activities. Children from Rickley Park Primary School attend the breakfast club and after school care. Children from several local schools attend the holiday play scheme.

There are currently 65 children aged from four to twelve years on roll, of which six are in the early years age group. Children attend a variety of sessions. During term times the club is open each weekday from 7.45am to 9am and 2.45pm to 6pm. During school holidays it opens from 7.45am to 6pm. A maximum of 32 children under eight years may attend at any one time. No more than 32 may be in the early years age group, and of these, none may be under 4 years at any time. Children with learning difficulties and disabilities are supported. The setting employs four staff, three of whom hold childcare qualifications. Of these, one is qualified to Level 4 in childcare and education; one is qualified to Level 3, one to level 2 and the other is unqualified. There is regular two-way communication between staff at the setting and staff at the host school when the under-eights are taken to their classrooms in the morning and collected in the afternoon.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a very safe, secure and stimulating environment in which children can continue to explore, learn and have fun outside of normal school hours. Their behaviour is good. Staff effectively monitor children's learning and use this information well to carefully plan activities which help children to make good progress across all areas of their learning and development. Self-evaluation is broadly accurate but has been identified by the setting as an area for improvement. Parents and carers and their children hold the setting in high regard.

Its capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- make self-evaluation systematic and record its outcomes
- develop partnership with host school further to make sharing of assessments more systematic and further facilitate effective planning

The effectiveness of leadership and management of the early years provision

The setting places a strong emphasis on safeguarding and children's welfare. Policies and systems are rigorous. It has good links with the local authority and local play association, which provide staff with good quality training so that they know how to help children to feel safe. Vetting procedures for staff are very thorough so that only suitable adults are employed. Risk management is good. The site is very safe and securely fenced. Entry and exit are managed well. Children are consistently encouraged to play very safely. The setting is well led and managed. Recommendations from the previous inspection have been fully implemented. The manager is ambitious for the children. Staff share her vision. Good continuous assessment informs effective planning, leading to good and improving provision and outcomes. However, the quality of the setting's self-evaluation is satisfactory rather than good because, whilst broadly accurate, it is focused on day-to-day issues and is neither systematic nor formally recorded. The manager 'Brainstorms' with staff and takes on board children's and parents' and carers' ideas and was about to formally survey the views of parents and carers the week after the inspection. The setting promotes equality and diversity well. The few children identified as having special educational needs and/or disabilities are well supported. Children from different cultures and minority ethnic groups get on well and make similarly good progress. They learn about other cultures and, for example, celebrate 4th July by making their own American flags and completing Independence Day word searches and Chinese New Year by making lanterns and fortune cookies. The setting makes good use of partnerships to enhance its provision and promote children's well-being and learning. It has strong links with a local play association, which provides it with training in, for example, play work, first aid, safeguarding and food hygiene for adults and delivers creative workshops for the children. It also loans the setting a very wide range of equipment to provide children with more opportunities to develop their skills of cooperation and social and physical skills. The setting's informal liaison with the host school is good but opportunities to systematically share assessments are missed. The setting deploys resources well. Staff are appropriately qualified and promote children's well-being and development very effectively. It makes good use of the host school's excellent facilities, especially the extensive outdoor areas, to enhance learning. The building is very modern and well-maintained. Equipment is

thoroughly and systematically cleaned. Consequently, children are kept very safe and healthy. Many good quality play resources are made easily available to children, such as: carpet games, board games, dressing-up costumes, art and crafts materials and musical instruments which help them to develop, for example, good creative, communication and turn-taking skills. The effectiveness of the setting's engagement with parents and carers is good. They chat confidently with staff to discuss their children and their needs and give their views. They are very positive about the setting and say that they 'Absolutely love it' and that it is 'Absolutely fantastic.'

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

Children enter the setting happily and enjoy it greatly. The setting is well-focused on learning outcomes so that children's time is used productively and they achieve well. Children say 'It's nice, staff are very nice.' Parents and carers say 'Children do not want to go home.' The setting is very safe and secure and the extent to which children feel safe is good. Staff have successfully created a warm, welcoming environment and a very positive atmosphere in which children are at ease with each other and play confidently and well. Children move safely about the setting and play safely without adult intervention. Staff are attentive and actively listen to the children so that interaction is good between children and adults. Children's efforts and achievements are recognised and praised. They say that they feel, 'Very safe' and that there is no bullying. Behaviour requires very little adult intervention. The extent to which children adopt healthy lifestyles is good. The children are physically active, even indoors, for example, by playing on the floor mats in the music room. They manage their own toileting and wash their hands thoroughly and independently. They enjoy the very healthy food supplied, such as yogurt and a good range of fruit, but appreciate that the chocolate spread provided at breakfast is not as healthy. The extent to which children make a positive contribution is good. For example, children distribute cups in the eating area of the hall. They peel their own oranges and bananas without fuss. Children of different ages get on well and cooperate well with each other. Older children 'buddy' the younger ones until they are settled in. For example, they helped younger ones who were afraid of the hand-driers when they first joined the setting. The extent to which children develop literacy, numeracy and ICT skills is good. Children make good use of the computers to, for example, manipulate objects on screen with a mouse and access age-appropriate learning programmes which are shared with the on-site school. Children display good curiosity and ask a lot of questions, such as 'Where do babies come from?' and 'Why do people have names not numbers?' Children in the Early Years Foundation Stage make good progress towards the early learning goals. Their personal, social and emotional development is good. They settle immediately when they arrive and start playing with, for example, a toy garage and cars because there are clear adult expectations of their behaviour. Children play well alongside each other and the older ones take turns without adult intervention. They value their friends and line up with them very well and wait patiently to go to the hall to eat and drink. Children are friendly and welcoming. They talk politely and hold doors open for

adults and each other. They listen well to adults, for example, when they are telling them what healthy foods are available. They display good table manners. Children make good progress in communication, language and literacy and talk well and easily with each other and adults. They explain what they are doing and write well for their own purposes. They talk expressively about their hopes, such as "Marrying a prince." Children play word games, such as Scrabble and generally read well for their ages. They talk and behave maturely. For example, they talk about where they are going on their holidays and what they hope to do. Children make good progress in problem solving, reasoning and literacy. They play number games, such as hopscotch. They count out their position in the queue to go to the hall accurately. Children provide examples of the same shape in different sizes. They use everyday words to describe position when making stencil pictures. Children help to make food and drink, for example cakes, to explore the properties of objects and learn to weigh and measure accurately. They develop good knowledge and understanding of the world. They make sunshine biscuits on midsummer's day to encourage them to speculate on why things happen. Children make birthday cards to discuss the purposes of design and making tasks. They have many opportunities to design and make things to help develop their enquiry and creative skills. Children's physical development is good. They value the excellent range of outdoor activities, which include: football, basketball, rounders, bulldog, stuck-in-the-mud, badminton, tennis, cricket and dodge-ball. They say "It's fun." They enjoy playing on the scooters outside. Outdoor group games encourage children's large arm and hand movements well and strengthen hands and fingers by throwing and catching. They play on a vast all-weather surface with hoops and balls. They make full use of the superb outdoor facilities including: the playground and the full-size football and basketball pitches. Children make good use of a range of construction toys in different sizes made of different materials that fit together in a variety of ways. Their creative development is good. They engage well in imaginative play. They draw well and create pleasing images with attractive stickers. Children play imaginatively with plastic bricks to create model buildings and aircraft, discussing what they are building as they do so. They decorate balloons well, developing their skills and exploring concepts and ideas through their representations. 'Pyjama' and 'Movie Day' extends children's experiences and expands their imagination through provision of pictures. Badge making helps children learn to provide and organise resources so that they can make their own choices in order to express ideas. Children use 'woody wheels' donated by a loudspeaker manufacture via a local play association, as starting points for model-building, and develop their manipulation skills well. The holiday club takes good advantage of the longer sessions to provide exciting activities, such as: Young One's Got Talent, Parachute Games and Perfect Pizzas & Scrumptious Sundaes, well-supported by a local play association and using a great deal of their equipment. Consequently, the children continue to enjoy and learn well in the holidays.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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
--	---

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

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

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