

Pick And Mix Kids

Inspection report for early years provision

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Inspector

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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.

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

Pick and Mix Kids is owned and managed by a company limited by guarantee. It was registered in 2011 and operates from rooms in St Mary's Catholic Primary School. The setting is situated in the residential area of Brayton near Selby. Children have access to a secure, enclosed, outdoor play area. The setting is open on Mondays to Fridays from 7.30am to 9am and from 3pm to 6pm during term time. The setting operates during the school holidays if there is sufficient demand.

The setting is registered to care for a maximum of 24 children aged from three years to under eight years at any one time, all of whom may be in the early years age group. The setting also offers care to children aged eight years to 11 years. There are currently 58 children on roll, of whom 10 are under eight years. Of these, eight are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are five members of staff, including the manager, who work directly with the children. Of these, two hold a relevant qualification at level 3 in playwork, and one holds an advanced teaching assistant qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into clean and well-kept premises, where they have ample space to play. An effective induction procedure ensures all children are included and individual needs are met well. The wide range of activities provided ensures all children have good opportunities to make progress in their learning and development while having fun. Systems for monitoring this progress are developing. The manager and her team of staff effectively reflect on their practice, showing a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further systems for monitoring children's progress, including matching observations to the expectations of the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are cared for in an environment, which is comfortable and secure. They are safeguarded well as staff clearly understand their responsibilities in the event of a concern or allegation. The effective recruitment procedure ensures all staff are

checked with regard to their suitability, qualifications and experience in order to keep children safe. Thorough risk assessments are carried out regularly on all areas of the provision to identify and minimise any hazards. The staff's ongoing commitment to training has a positive impact on the high quality of care provided. Children participate in activities fully as furniture and equipment are of an appropriate size, and resources are stored accessibly.

There is a strong commitment to promoting equality and diversity throughout the setting. Information is shared with parents and carers daily, which enables them to continue their children's learning at home through similar activities. The staff have a secure understanding of the advantages of liaising with other professionals to meet children's individual needs. They have regular contact with other practitioners where children receive care and education in more than one setting. This enables them to complement and extend activities.

The manager has a clear vision of how she wants the setting to improve. Self-evaluation processes are good. Feedback is welcomed from parents, carers and children. This enables the manager and her staff to tailor the service offered to those currently attending. Links with an early years professional from the local authority are beneficial in improving outcomes for children.

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

Staff plan activities that take into account the experiences children have enjoyed at school and their interests. An assigned key person carries out regular observations of the children, which are recorded in individual books. However, they do not consistently link these to the expectations of the early learning goals in order to clearly monitor children's progress.

A good balance of adult-led and child-initiated learning and development opportunities are provided. The flexible routine enables children to make independent decisions and choices, raising their self-confidence. Staff make very good use of open-ended questions to encourage them to think. Children are learning to share and take turns well through the staff's effective support. They are encouraged to value people's differences through the celebration of festivals and by partaking in positive discussions with staff. Children have good opportunities to learn about living things as they grow and care for tomatoes and sunflowers. They are good communicators and hold lively conversations, such as when talking about their friends and families. Counting activities are regularly incorporated into children's play experiences. Examples of this are when they count how many sandwiches there are and play number matching games. Children are very imaginative, for instance when using different voices for the small world figures in the dolls house. They explore, test and develop physical control as they enjoy visits from a professional dance teacher and a gymnastic coach. Children develop their skills for the future by using the computer and taking photographs with the digital camera.

Children demonstrate a strong sense of belonging due to the staff's friendly and

approachable disposition. They are developing a good understanding of how to keep themselves safe because they practise the evacuation procedure regularly and use a range of tools and resources safely. Children are encouraged to enjoy healthy snacks and meals. They take part in imaginative food-related activities, such as preparing fruit kebabs and tropical fruit salad. This encourages healthy eating. They are learning good personal hygiene through consistent routines and positive role modelling. Staff have a very good understanding of relevant policies and procedures, such as the action to be taken regarding a sick child and the administration of medication. This helps to minimise the risk of cross-infection and safeguards children's health.

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	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

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	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