

Y-Kids

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

The Y-Kids play scheme is run by Reigate and Redhill YMCA. It registered in 2007 and operates from a youth centre situated in Banstead, Surrey. Children have use of one large sports hall and three other rooms within the premises. They also have access to enclosed outside play areas. The play scheme is open during school holidays from 10am to 4pm, with an extended day on some occasions up to 6pm.

The play scheme is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children under eight years may attend at any one time and all may be in the early years age range. There are currently 27 children on roll aged from five to under eight years; of these, three children are in the early years age range. Children aged from eight years to under 12 years also attend. Staff offer support to children with special educational needs and/or disabilities.

The play scheme employs a suitable number of qualified staff, depending on the number of children attending. Currently there are five members of staff, of whom three hold early years qualifications to at least level 3. The manager has a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the play scheme since staff recognise and value them as individuals. Overall, children experience a wide range of exciting and stimulating activities, which promote most aspects of their learning and development. Children's needs are met very well by the enthusiastic staff who liaise closely with parents and others. The manager and staff team use self-evaluation successfully to maintain continuous improvement and enhance the experiences of the children.

What steps need to be taken to improve provision further?

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

- develop children's understanding of differences and similarities further, for example by increasing their access to books and resources, which reflect positive images of disability.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their safeguarding duties to protect children in their care. Robust systems are in place for the recruitment of staff to check their suitability to work with children. Staff use policies and procedures effectively to promote children's safety and welfare. Staff are vigilant in their supervision of the children and carry out regular head counts during the day to ensure all are present. Staff conduct thorough daily risk assessments, both indoors and outdoors, so that children can play, learn and explore safely. Staff explain to children clearly the fire evacuation procedures from each room so they know how to evacuate the building in the event of an emergency. Staff who hold a current first aid certificate are always present and a fully stocked first aid box is easily accessible. This means staff are ready to attend to children's minor injuries.

The premises are organised very well to provide an exciting play and learning environment. All play resources are easily accessible to children during free-play times. Children make informed choices of what they want to play with since staff store toys in clearly labelled boxes. Children's understanding of diversity is developing through using toys and books, which reflect other cultures. However, few resources currently reflect positive images of disability to extend discussions and understanding of the needs of others.

Staff develop good relationships with parents and inform them verbally about their child's day at collection time. Parents have their own notice board, which keeps them well informed about the weekly activity planning. They also have access to other necessary information, including the complaints procedure and Ofsted's contact details. Feedback from parents' questionnaires shows that they think very highly of the play scheme. Parents comment on how much their children thoroughly enjoy their experience. Staff have developed meaningful relationships with other early years settings, such as local schools and the children's centre to ensure good continuity of children's care and learning. Staff welcome children with special educational needs and/or disabilities. They ensure children are fully included in all the activities and receive one-to-one support when required.

Children benefit from the manager and staffs' continual commitment to reviewing practice and making improvements. Staff evaluate activities to identify what worked well and what needs to change. They use their evaluations to feed into the following holiday play scheme planning. As a result, the staff are responsive to its users in a positive way. All recommendations from the last inspection have been fully addressed to promote children's welfare and safety.

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

Children are very happy and have lots of fun at the play scheme. With good support from staff, they quickly settle to the routines. They independently make choices of what they want to do from a wide range of resources. For example, children select from art and craft activities, board games or dressing up clothes. They enjoy playing snooker that is set up in a different room or ball games in a large hall. There is a good balance of child-initiated and adult-led activities, which promote children's progress towards the early learning goals well. Children show a keen interest in the Olympic Games as they make flags and torches. They learn about the wider world as they engage in many planned activities relating to different countries. They have a great deal of fun, as they create large art and craft displays for the hall. Children work together happily in small groups with their key person. They talk about animals that live in the rainforest and enthusiastically draw and colour pictures of them. Children carefully use scissors to cut their animals out and stick them on the large painting of the rain forest. Children talk about animals that are dangerous, the ones they have seen in real life and their pets. Staff interact very well with the children and talk to them about what they are doing. This helps to stimulate children's thoughts and extends their creative ideas. Staff make frequent observations of children as they play. They use the observations to adapt activities to meet the stage of development of each child. As a result, children make good progress in learning and developing skills for the future.

Children learn to keep themselves safe. They understand the rules in the play scheme, such as not running inside except for when they are playing specific games in the large hall. Children are friendly to one another and play together harmoniously. They behave very well because they are constantly busy and enjoying themselves at the play scheme. Staff use good systems to gain children's attention, without raising their voices.

Children demonstrate a good knowledge of how to lead a healthy lifestyle. They very much enjoy sitting together, pouring their own drinks of water and chatting to their friends. Children are aware of the importance of wearing sun hats and applying skin protection cream while playing outside in hot weather. Parents are encouraged to provide children with healthy foods and lunchtime is a pleasurable experience when children sit together. Staff provide children with snacks of fruit, which encourages healthy eating habits. Children freely access the cloakroom and see to their own personal needs. They adopt good hygiene practices by making use of paper towels and anti-bacterial hand gel. Children benefit from lots of fresh air and physical activity. They very much enjoy games, such as skipping or using bats and balls with each other and the staff.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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