

# Yeoford Youngsters

Inspection report for early years provision

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**Unique reference number**

EY245995

**Inspection date**

24/05/2012

**Inspector**

David Hogg

**Setting address**

Yeoford Primary School, Station Road, Yeoford, Crediton,  
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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).

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

Yeoford Youngsters (Yeo Yos) After School Club opened in 2000 and is managed by a voluntary committee of parents. The club is based in a mobile classroom in the school playground at Yeoford Community Primary School. Children use the school toilets and there is access to the school kitchen and outside play space. The club operates from 3:30pm until 6:00pm on Tuesdays, Wednesdays and Thursdays during term times, primarily providing a social facility for the children of the village as well as providing a service to working parents. The club is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It may care for no more than 20 children from 4 years to under 8 years at any one time. There are currently 78 children on roll with 25 at the Early Years Stage but only nine attend currently. The club can support a number of children with special educational needs and/or disabilities, and also children who speak English as an additional language however none currently attend. There are two regular members of staff who work with the children, both of whom hold relevant qualifications, the manager holding a Cache Level 4 NVQ in Children's Care Learning and Development.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Yeoford Youngsters is a good setting that provides a relaxing end to the school day in a safe and caring environment. Safeguarding arrangements are good and the setting gives the safety of the children a high priority and, as a result, they are well looked after. The planning of activities is generally good and provides engaging and fun experiences for the children, however planning for the specific needs of individuals is not sufficiently well developed. The social and emotional development of the children is supported well through the links with the host school, however the partnership does not include discussion of the children's learning and progress. There is a clear determination amongst the staff and management team to further improve the provision and outcomes for the children in their care, and so there is a good capacity for further improvement.

## What steps need to be taken to improve provision further?

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

- focus the planning of learning activities further to the individual needs of all the children and in so doing increase the personalisation their learning
- share relevant information about children's learning and development with the host school to ensure greater continuity and coherence

## **The effectiveness of leadership and management of the early years provision**

Safeguarding arrangements are good and all staff have a good awareness and understanding of child protection procedures. All necessary policies and procedures are in place and are reviewed regularly. Day-to-day routines are managed effectively and appropriate risk assessments are carried out. The arrangements in place to ensure collection of children by adults are secure. The recommendations from the last inspection have been addressed. The staff running the club are appropriately qualified and two members have the required level of first-aid training. Minor injuries are recorded and parents are informed. The setting offers a good range of resources that interest and engage the children and these are deployed well both indoors and in the playground area. The children enjoy creative activities, for example making masks and crowns linked to the Royal Jubilee. The activities are linked to termly themes and include aspects of the Early Years Foundation Stage framework. However, specific personalisation within the planning for the needs of individuals is underdeveloped. The planning is reviewed weekly to ensure the activities for the children are stimulating and enjoyable and that the interests of the youngsters can be developed and nurtured. The manager has specific training to support children with special educational needs and disabilities. Relationships within the club are good, all children are fully integrated and involved in the activities on offer and enjoy equality of opportunity. All children have opportunities to use either the computer or games console and the routines ensure equality of access. The children are clear about other routines and are keen to point out when the correct or incorrect exit door is being used by visiting adults. Links with parents and carers are excellent and the feedback from them indicates that they feel their children are well looked after and that they enjoy their time at the club. Staff engage well with parents and carers informally about their children's welfare and progress at the end of the day and allow parents to 'stay and play' as their children complete the activities arranged in the session. These opportunities are valued and create a tangible link between home and school. The club links well with the host school on operational matters and the welfare needs of the children. However, links do not extend to the discussion of the children's learning and progress. Through effective self-evaluation, the leaders are aware of the need to develop this further and this indicates that the management team have a clear vision and drive to improve the setting and the outcomes for the children. Leadership and management are good.

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

Children come happily into the setting and they are soon involved in helping prepare the activities for the afternoon. They work co-operatively with each other and the staff to quickly set up a good range of stimulating and engaging learning activities to try. The activities planned range from creative and purposeful to

simply fun and engaging. Children have good opportunities to self-select between adult-led activities or more independent play. Staff join in with the children or sit back and allow games and imaginations to develop, but remain on hand to support the children. Staff include children's ideas and views in planning which resources and activities they want to take part in over the upcoming weeks. This results in children of all abilities engaging well in the activities on offer. They offer opinions on what they have done and this is used in the review process by staff and the resulting planning for future events and activities. Although staff work closely with the children and know them well, there is limited noting of academic development that can be later shared with the host primary school. The children wash their hands before snack time and have a good sense of personal hygiene. The food provided is healthy with fruit and sandwiches available and squash or water to drink. Water is provided throughout the session if the children are thirsty. The children also learn about growing their own food and enjoy using a small gardening plot. After snack time, most children choose to go outside and use the playground space or climbing frames. The children make their own games up, such as the bubble bursting game that engaged all ages and showed how well they all got on. The good relationships within 'Yeo Yos' is a key feature and the children feel safe and looked after. The children are polite and say please and thank you when requesting items. They learn to cooperate and take turns in the games and enjoy chatting together while making models with construction toys or creating items in craft activities. Parents and carers are welcomed by staff and have opportunities to sit and play or join in with the activities on offer. They speak highly of the care and support their children get in the sessions. It is common for children to want to stay longer when they are being collected. The setting has drawn on parental expertise to help develop the children's skills in cooking and painting and from outside groups to develop an interest in dance and experience of yoga. 'Yeo Yos' has developed excellent links within the village community. This has enabled the children to become involved with other groups within the village. As a result, they have been able to work on collaborative activities with villagers utilising the experience of older people within their own community. Such a link involved art and craft work to celebrate the Golden Jubilee. The children were keen to complete their Royal Jubilee masks and character pictures for the competition the village sewing group have offered to judge. Children demonstrated good awareness of shape and used mathematical language correctly when discussing the colours and pattern in the Union flag. Awareness of national events and village groups gives the children a sense of belonging especially within the local community. Social skills are nurtured and developed effectively through the dialogue with their friends and the adults around them. As a result the children, even the youngest, develop good skills for the future and are confident speakers with a good sense of humour, for example reminding the inspector when he used the wrong door to leave the classroom. The children do make visitors feel welcome. Yeo Yos ensures that the children feel valued and are nurtured and that they can relax after school in an enjoyable family style setting.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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