

# YMCA Day Camps Southampton East

Oasis Academy Mayfield, Ashley Crescent, Southampton, Southampton, SO19 9NA

<b>Inspection date</b>	20/02/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff manage children's behaviour well, giving clear explanations which children understand and respond to.
- There is good interaction between staff and children. Staff question children to stimulate their thinking and encourage them to work things out for themselves.
- Children's safety is promoted as the premises are very secure and regular risk assessments are completed.
- Self-evaluation is accurate and staff and management have developed a clear action plan for the future development of the setting.

### It is not yet outstanding because

- Some activities are not always planned to meet the needs of more active learners. This means some children find it hard to concentrate during some of the learning opportunities available.
- Arrangements for information sharing and partnership working with all schools are not fully implemented to ensure continuity in children's learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector spoke to the managers at appropriate times throughout the observations.
- The inspector looked at children's play plans, the self-evaluation form, a selection of policies, development plans and staff suitability records.

## Inspector

Alison Kaplonek

## Full Report

### Information about the setting

YMCA Day Camps Southampton East opened in 2012 and re-registered to take children in the early years age group later the same year. It operates from various rooms and outdoor areas in Oasis Academy Mayfield, in Southampton, Hampshire. Access to the building is good with lift facilities and toilet facilities on all floors. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting serves families from the local and wider area. The setting is able to support children with learning difficulties and/or disabilities and those who are learning English as an additional language. The setting opens from 8.00am to 6.00pm five

days per week during all school holidays. There are four members of staff including the manager who work with the children. Of these, two have a recognised early years qualification. The setting receives support from the local authority. There are currently 110 children on roll of whom 20 are in the early years age group.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the planning of activities for the more active learners, to enable them to become fully engaged in more of the learning opportunities available.
- improve arrangements for information sharing and partnership working with all schools in order to ensure continuity in children's learning and development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children settle very quickly on arrival, including those who have not attended before. Attentive staff help children to feel welcome as they introduce them to their key worker and to the other children in their age group. Children are helped to feel secure as routines and adult led activities are planned for the week and children are spoken to each session about what they are going to do next. Children who have just arrived are shown what activities are available for free play and helped to settle to an activity of their choice. They sit happily with their friends and enjoy taking part in the interesting experiences on offer. Children use their imaginations well as they use a wide range of different materials to complete colouring, sticking or picture making with beads. They talk about mixing a rainbow as they use brushes to swirl the different coloured paints around. They then go on to create their own pictures, using the new colours they have created, and confidently talk to staff about which are their favourite colours.

Staff speak clearly to the children, asking questions to encourage children to think and work things out for themselves. For example, children are asked if four stools are enough to allow them all to sit for their cooking activity. They quickly count the number of children and the number of stools and shout out confidently 'No we need five'. Children are encouraged to try new tasks such as washing the dishes after cooking or mashing up the bananas for the buns. Their independence is developing well as they wash their hands for snack time or put on their coats for outdoor play time. Children play with a wide range of materials and resources and they clearly enjoy learning through their play.

Staff plan a wide variety of interesting experiences for children both indoors and outside in the vast and varied grounds of the setting. Staff talk to parents when children first start and obtain information about children's interests and routines. They provide parents with clear verbal feedback at the end of each day. This feedback includes information about what the children have enjoyed and achieved, if they have made new friends and a reminder about what is planned for other sessions. Younger children have individual play plans and tracker sheets showing their interests and what they have achieved. However, planning is not always individual enough to build on children's different styles of learning. Some children, who are more active learners, find it difficult to concentrate during some of the learning opportunities available.

### **The contribution of the early years provision to the well-being of children**

Children are very happy and enjoy their time at the setting. They quickly make new friends and learn the routines of the day. Children benefit from the robust key person system, which ensures that they are made to feel welcome and involved during their day. Children behave well and learn to play cooperatively with their friends and staff as they take part in team games. They discuss and agree the rules for the week and these are displayed on the wall for children and parents to see. This encourages positive behaviour and turn taking. Children are reminded about sharing and waiting for certain resources to become available. Staff use effective strategies to manage any behaviour issues. They are good role models and take a consistent approach in their expectations for children's behaviour. Children know what is acceptable and respond well to the positive intervention. They try hard to earn reward stickers for good behaviour or for being helpful.

Children are gaining in independence and confidently take themselves to the toilet or have a drink from the water fountain if they are thirsty. Children's understanding of health and safety is threaded through the daily activities. They learn about good health and hygiene practices as they make choices from the healthy fruit provided at snack time. They bring their own packed lunches from home and very much enjoy the social occasion when they all sit together to eat at midday. Children know to wash their hands before eating and after using the toilets. They talk about washing away the germs before they start the cooking activity and about what to expect when they visit the dentist.

Children are eager to help and work together to wash the dishes or clean the tables. They talk about being careful when using knives or sharp scissors as they take part in the good range of activities provided. Children learn that toys must be cleared away as they could be a tripping hazard and they help staff to tidy away the puzzles and the train track. They talk about being careful as they bounce on the space hoppers on the tiled outdoor play area. Children develop good self-care skills as they put on their coats and gloves to go and play outside. All children attending the holiday camp are already at school. They benefit from meeting new friends from other local schools and talk confidently together about their teachers and what subjects they like.

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

Arrangements for safeguarding children's well-being are well established and effective. Staff work well with management to implement robust safeguarding procedures. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. Staff and managers take part in induction and appraisal systems and good attention is paid to staff development. Staff have regular safeguarding and first aid training. They have a good understanding of their duty to safeguard children and to meet the safeguarding and welfare requirements. Staff deployment is good and helps to provide children with a safe, secure environment and effective adult support.

Staff organise the environment well to ensure that it is interesting and provides children with choices. Children move freely between the rooms and have opportunities to use the outdoor environment under staff supervision. Children have access to large outdoor equipment and this encourages them to take risks in a safe environment and to further develop their physical skills. Children use the nature trail on site and can use the large grassed area for team games. This enables children to learn across all areas while they take part in fun and interesting activities during their school holidays.

Children attend from a range of local schools. Management have close links with some of these schools as some staff work at, and some children also attend, another after school club nearby. Staff work closely with parents to find out what children like and achieve at school. However, staff have not yet implemented arrangements for information sharing and partnership working with all schools to enable them to balance children's experiences and ensure continuity. Good self-evaluation is carried out and the setting is able to successfully identify their strengths and areas for development. They use this information to draw up action plans for future improvement.

The views of parents are sought through daily discussions and the use of questionnaires. Parents are kept very well informed and have easy access to folders of the settings policies and procedures, information about the Early Years Foundation stage, the ethos of the YMCA and their children's tracker records and play plans.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY450543
<b>Local authority</b>	Southampton
<b>Inspection number</b>	880928

<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	110
<b>Name of provider</b>	YMCA Fairthorne Group
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02380328128

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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