

# Young Ones (MK) Limited

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 06/01/2015 |
| Previous inspection date | 14/07/2011 |

| <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 plan and deliver activities that are interesting, stimulating and support children's learning across all areas. This helps children to make positive choices about how to spend their time.
- The provision operates an effective key person system, which is familiar to the children and ensures that parents know who to approach to discuss their children.
- The provision achieves an inclusive environment where all children feel welcome.
- The leadership and staff work effectively to safeguard and promote all aspects children welfare and safety. This helps children to feel safe, secure and at ease in the provision.

### It is not yet outstanding because

- The procedure for communicating with others who provide learning and care for the children during the core part of the day is not fully embedded for every child.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities indoors and outdoors.
- The inspector tracked children and reviewed the activity plans with the manager.
- The inspector reviewed documentation and suitability of staff with the manager, and checked qualifications.
- The inspector had discussions with parents and staff.
- The inspector discussed self-evaluation and the improvement plan with the manager.

## Inspector

Cordalee Harrison

## Full report

### Information about the setting

The Young Ones (MK) Limited out of school club registered in 2006. It is privately owned and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The provision is located within Rickley Park Primary School, Bletchley, Buckinghamshire. Children have access to the community room, music room, kitchen, eating area, toilet and washing facilities. Children use the school's securely fenced playground and the all-weather pitch for outdoor activities. Children from Rickley Park School attend the breakfast club and afterschool care. Children from other schools may attend the holiday play scheme. There are currently 118 children aged from four to 12 years on roll. Of these, 13 are in the early years age group. During term time the club opens from 7.45am until 9am and from 2.45pm until 6pm. During school holidays it opens from 7.45am to 6pm. The provision employs five staff, all of whom hold appropriate qualifications in child care and education. One member of staff is qualified to level 6.

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

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

- strengthen partnership working with other providers, such as school teachers, to make sure that practices in the provision fully compliment learning in the setting in which children spend the most time.

### Inspection judgements

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

Staff consistently plan and deliver good quality play and learning opportunities for children. Additionally, they prepare well for the children's arrival each day. This ensures that children engage well and make purposeful choices about how to spend their time. Through well-planned and resourced activities children experience learning across all areas in fun and interesting ways. For example, children play freely outdoors each day and staff use this time to help children to learn across several areas. Children develop wider friendship groups as staff support them to play with others. They learn to share their ideas, and to negotiate and compromise, to make sure everyone is treated fairly. Children start to set individual challenges, such as who can save the goal, and who can kick furthest. Children are proud of their achievements and they share these with others. For example, they celebrate when they get the ball in the net. Staff use children's physical activities to help them to deepen their understanding of personal safety. For example, children show that they understand that it is important let a staff member know if are leaving an area. They show that they can listen and follow staff's guidance to enhance their safety and that of others. Staff support children to extend their understanding of mathematics and practise using numbers in different contexts. For example, they play

games relating to telling the time, play pool, and weigh and measure in their cooking activities. Children show confidence to speak in groups along with a willingness to share their knowledge. Children are happy to explain what they are doing and why.

Children explore their creativity in a many different ways. They play and listen to music, paint and draw, model and create with a range of construction materials. Children also enjoy pretend play. For example, they join with others as they play shops and talk about foods that are good for health and foods that are best as a treat. Children play together and use technology such as tills to make their shopping experiences more realistic. The good quality and range of resources makes it easy for children to practise writing. Children show that that are writing for different purposes as they write their names on lists.

Children are developing a good awareness of the importance of self-care. For example, as they put on their coats for outdoor activities, they talk with staff about why it is important to dress warmly in cold weather. The positive environment increases children's independence and self-confidence. Pegs at a low level help children to learn to take care of their belongings. They hang their coats independently and put them on with little or no help in preparation for outdoor play. Children help themselves to drinking water when they need it.

All the children play purposefully. Through their good behaviour, children demonstrate that they are developing good social and communications skills. For example, they speak to each other and staff politely and make their wishes known. Children are experiencing appropriate levels of challenge, which motivates them to sustain learning in their own style. Staff mostly achieve continuity for children, because they engage parents and gain useful information about children's other learning experiences. However, staff are less effective in gaining information from other partners, such as school teachers, to fully benefit every child. As a result, staff are not confident that they always have information about the current topics in which children are engaged during the school day. This slightly lessens opportunities for them to continuously extend children's learning by building on their most recent learning experiences.

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

The good quality care and personal interest that key persons and the staff team show to children help them to settle quickly. Children show that they feel safe in the provision. For example, they confidently approach staff and they make effective use of the range of resources available. Children are confident in staff's positive response and attention; this assures their emotional security. Staff show a very positive attitude to meeting children's individual needs. For example, they engage fully with the children and their parents to find out about children's starting points, likes and dislikes, and parents preferences. Staff make effective use of this information to provide children with resources and activities that they like to use. Additionally, they pair children with a buddy at the start to help them to feel welcome.

Staff use suitable methods to help children to learn to behave well. For example, they

model good behaviour for children and they involve children in setting boundaries. Staff praise the children and join them in celebrating their achievements and efforts, such as when they proudly show what they have done. Equally, staff calmly let children know when and why the behaviour that they are showing is unwanted. This balanced approach helps children to learn to manage their behaviour and to show consideration for others.

The staff engage with children in a wide range of physical activities to increase their awareness of health lifestyles. Staff help children to deepen their understanding about how these activities affect different parts of the body. For example, staff talk with the children about how their bodies feel, particularly after exercise. Staff use activities such as cooking to extend children's understanding about foods that are good for them. Staff are helping children to understand why it is important to make healthy choices about what they eat. Through regular practise, and discussions, children are developing good understanding of safety and self-care. For example, they regularly practise evacuation of the premises. In addition, they routinely wash their hands after using the toilet and before eating. Staff supervise children closely, communicating effectively with each other, so that they all know the precise location of every child. Staff's consistent supervision helps the children to realise that it is important for them to listen and follow staff's guidance. Children are learning many good habits to promote their good health and safety.

Children use a wide range of good quality play resources and they make purposeful choices about play. The environment effectively promotes children's independence and confidence to develop their own learning styles. Children are confident to use the resources and space. They demonstrate good skills, attitudes and dispositions to learning and this helps children who are at different stages of development to work and play together. The provision provides a welcoming environment for children of varying ages and backgrounds.

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

The leadership and management team make good arrangements to promote children's learning and development, and to safeguard and promote their welfare. Staff use planning, and positive engagement with children and parents, to inform the arrangements that they make for children. This enables the provision to deliver activities using resources that are in keeping with children's developmental stages and their interest. Staff are quick to change the learning environment to more fully reflect children's interests or needs. For example, children ask to play a specific game and staff make the resources available. Staff's willingness to engage with children enables them to provide appropriate levels of challenges for individual children. The provision achieves a successful environment in which children are able to influence their learning experiences.

The provision takes effective measures to safeguard children. It has well-established and thorough recruitment procedures. For example, all staff are fully vetted and the required information is available in the provision. Staff have completed training in safeguarding and risk assessment. Staff's practice demonstrates that they are familiar with the provision's

safeguarding policies and procedures. Staff know what to do if concerns arise about children's well-being. They are clear about lines of communication in the provision and with other relevant agencies. The provision's safeguarding policy is in line with the guidance and procedures of the Local Safeguarding Children Board. Staff are deployed effectively in the provision and supervise children closely. They use risk assessments and daily hazard checks efficiently to create and maintain safe environments for children. The provision maintains all of the required documentation to safeguard children and promote their good health and welfare. The leadership teams makes its policies available to parents and staff.

The leadership team acknowledges the benefit of a consistent, well-trained staff team in promoting children's emotional and physical security. They achieve this through good staff management methods, such as induction, team meetings, one-to-one supervisions and regular appraisals. Parents praise staff for their professional approach and they speak confidently about staff's caring and positive attitudes towards the children. Parents state that children enjoy the range of good quality activities. In addition, the key person system gives them the opportunity to provide information about children's personal needs and learning experiences. Overall, staff demonstrate a positive attitude to sharing information with other providers and practitioners. However, they do not always capitalise on the relationships with the foundation stage teachers in the school where the provision is located. The provision regularly uses self-evaluation to evaluate its practice and performance. These assessments enable the leadership team to identify most strengths and areas for improvement and to keep abreast of changes, such as to relevant legislation.

### **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  |
|---------|----------------------|--|
| 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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.   |
| Grade 4 | Inadequate           | Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six months of the date of this inspection. |
| Met     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY345121                 |
| <b>Local authority</b>             | Milton Keynes            |
| <b>Inspection number</b>           | 835100                   |
| <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>      | 40                       |
| <b>Number of children on roll</b>  | 118                      |
| <b>Name of provider</b>            | Young Ones (MK) Limited  |
| <b>Date of previous inspection</b> | 14/07/2011               |
| <b>Telephone number</b>            | 07939 088 959            |

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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, which are usually the childminder's 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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