

<b>Inspection date</b>	28 July 2016
Previous inspection date	27 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- The manager supports and offers ongoing training for all staff. She regularly evaluates staff practice to ensure that they continually foster children's care and meet their learning needs effectively. The setting has improved since its last inspection.
- Children benefit from a welcoming learning environment where they feel safe and secure. They are happy and make friends. Their behaviour is good.
- Staff work well with parents to settle children into daily routines. They help to prepare children well for the next stages of their learning.
- Children have access to superb activities to develop their creativity in their work. For example, in an art activity, they draw pictures of their 'big brains' and talk about things they have stored in their memory.
- Staff undertake regular checks on outings, the premises and resources to keep children safe. Children learn to handle resources and tools with care.
- Parents appreciate the reliable service and the good care and support their children receive. They would recommend the provision to others.

### It is not yet outstanding because:

- Children do not always have enough understanding of the world around them, particularly in relation to different people and their cultures.

## What the setting needs to do to improve further

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

- increase children's awareness and understanding of different people and their communities.

### Inspection activities

- The inspector observed activities in all parts of the out-of-school provision.
- The inspector spoke to some members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector carried out joint observations with the manager.
- The inspector took account of the views of parents spoken to during the inspection and reviewed parents' written comments and suggestions.
- The inspector looked at children's records, planning documentation and the provision's policies and procedures, including those related to the suitability of staff.

### Inspector

Fatiha Maitland

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. The provider conducts the required vetting checks on all staff to ensure that they are suitable to work with children. Staff have a good understanding of safeguarding procedures and know what to do if they have any welfare concerns. The manager has succeeded in improving the setting's effectiveness. She plans activities with staff, offers guidance and monitors their performance closely through regular observations of teaching. Staff attend training to increase their knowledge and skills of how children develop. For example, they know how to support individual children and to help them try various activities to benefit their learning. Staff observe each other to share good practice. Staff and managers seek the views of parents and children to seek ways of improving their service further.

### **Quality of teaching, learning and assessment is good**

Staff collate information from parents on what their children know and would like to learn next. They use such information with their ongoing observations and discussions with children to plan activities to enthuse children. Staff develop good relationships with children and are sensitive to their needs and wants. Children have good opportunities to make decisions about their play and enjoy exploring a range of exciting activities. For example, they include their friends in play and create models with construction blocks purposefully. Children count objects, recognise numerals and use mathematical language to describe shapes and sizes of objects around them. They enjoy reading books and make good comments on their favourite characters and events. Staff interact well with children and act on their suggestions to develop their communication and language skills.

### **Personal development, behaviour and welfare are good**

Staff share the behaviour procedures and rules with parents and children so that they are clear about what is expected of them. Children feel secure and develop a good sense of well-being. They share resources, take turns and cooperate at tidy-up time. Children mix well with others and play together harmoniously. Staff work well with parents, for example, to encourage good healthy eating habits. They help children learn how they can make healthier choices of foods to help lead a healthy life, for instance. Children eat nutritious meals and enjoy taking an active part in physical activities. They know about the beneficial changes that can happen to their bodies when they exercise.

## Setting details

<b>Unique reference number</b>	116360
<b>Local authority</b>	Camden
<b>Inspection number</b>	1026231
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Central Young Men's Christian Association
<b>Registered person unique reference number</b>	RP519326
<b>Date of previous inspection</b>	27 August 2015
<b>Telephone number</b>	02073431700

Y Active registered in 1996 and operates from Central YMCA gym in London's West End, in the London Borough of Camden. The holiday play scheme is open each weekday from 8.30am to 5.30pm during every school holiday, and on Saturdays from 10am to 1pm during school term times. The provider employs nine members of staff, of whom one holds early years professional status and six staff have early years qualifications at level 2 or level 3.

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