

# Yeovil Opportunity Group

Balidon Centre, Summerlands Hospital Site, Preston Road, Yeovil, Somerset, BA20 2BX



## Inspection date

Previous inspection date

5 July 2017

5 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2

## Summary of key findings for parents

### This provision is good

- Children are confident and keen to explore the wide range of enjoyable activities that staff provide. They enjoy their time at the setting, where they gain independence and develop trusting relationships with staff and other children.
- The quality of teaching is strong and children make good progress. Staff have a secure understanding of children's individual interests and learning needs, and provide sensitive and skilful support to help children achieve the next steps in their learning.
- Partnerships with parents are very effective. Staff work closely with parents, sharing information daily about children's needs and providing support and guidance for parents, to help ensure children receive consistent care and attention.
- The management team works successfully to involve staff and demonstrate a commitment to improvement. It reviews and reflects on the provision well to identify and address areas for improvement. Managers have a secure understanding of their role and responsibilities to ensure they meet requirements.

### It is not yet outstanding because:

- Although there are strong links with other professionals once children are attending, the information gathered when children first start is less detailed, and does not support staff in planning well initially for children's individual needs.
- Although the managers monitor individual children's development well, they have not implemented effective systems to reflect on the progress of groups of children, to help them provide even better support for all children.

## What the setting needs to do to improve further

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

- gain more detailed information about children's prior learning experiences and current learning needs when they first start, to help when initial planning for children's progress
- reflect more on the learning of groups of children, to help continue to improve the curriculum to better suit the needs of all those attending.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation and held meetings at an appropriate time with the managers.
- The inspector looked at children's assessment records and sampled welfare records.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection and engaged in discussions with staff and children at appropriate times.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff and volunteers complete training and have a good knowledge of how to recognise child protection concerns. They fully understand the actions to take to help keep children safe. Staff recruitment procedures are effective to ensure that completed checks help to confirm staff's ongoing suitability. Managers provide strong leadership and monitor staff practice well. The dedicated staff team works closely together and shares skills to continually improve children's experiences. Staff attend training and receive guidance to improve the quality of teaching and ensure they have the skills to support children's often very specific learning needs. For example, since the last inspection, staff provide a wider range of learning opportunities outdoors as they recognise this increases children's interest and their motivation to learn.

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

Staff have a secure understanding of all children's interests and learning needs, and provide good support as children engage in their activities. The well-resourced play areas capture children's interests. Children freely make choices in how and where they play, enabling them to follow their own preferences and ideas. Staff make good use of visual signs and sign language to help all children to express themselves. For example, they help children to learn about routines using pictorial 'now' and 'next' boards, helping children to adapt to change. Staff engage in discussions with children, modelling language and posing questions well to extend their learning. For example, as children explore the creatures in the water tray, they start to learn their names and recognise the different characteristics.

### Personal development, behaviour and welfare are good

Children are happy, settle very well and develop strong bonds with adults. Staff pay close attention to children's individual care needs, and skilfully adapt their approach to help children feel safe and secure. For example, children who prefer to observe other children rather than be part of the group are able to do this, helping them to feel relaxed and comfortable. Staff work very closely with parents and other professionals to produce care plans to help ensure children receive consistently high levels of support. Children receive good support from staff to help them learn to share, take turns and form friendships. They feel proud of their achievements, and have confidence to try again, due to the frequent praise that staff give them.

### Outcomes for children are good

Children acquire the skills that prepare them well for the next stage of their learning. Children who are due to move on to school receive good support to make this transition as easy as possible. For example, staff familiarise children with resources that they will use at school, and school staff make visits to the setting. Children develop confidence to explore and experiment, such as when they use the mud kitchen and mix the water and soil using their hands. They engage with others, using signs, sounds, actions and words to communicate.

## Setting details

<b>Unique reference number</b>	143103
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1075746
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Yeovil Opportunity Group Committee
<b>Registered person unique reference number</b>	RP520066
<b>Date of previous inspection</b>	5 October 2016
<b>Telephone number</b>	01935 384157

Yeovil Opportunity Group registered in 1992 and is situated in a residential area of Yeovil, Somerset. The group is open during school term times, from 9am to midday each weekday, with an additional session from 1pm to 2.30pm on Thursdays. The group receives funding for the provision of free early education for children aged two, three and four years. Children attending have special educational needs and/or disabilities. The group employs six members of staff, including a business manager. All staff working directly with the children hold or are working towards early years qualifications.

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