

Inspection of Pick And Mix Kids

St. Marys Catholic Primary School, Baffam Lane, SELBY, North Yorkshire YO8 9AX

Inspection date:

15 January 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not Met (enforcement)

What is it like to attend this early years setting?

This provision meets requirements

Children happily arrive at the setting. They greet the staff, and one another warmly. They politely queue to take their healthy snack, and sit and chat to one another as they eat. After snack, children access a variety of activities and resources, both indoors and outside. For example, some children choose to relax in comfortable chairs while watching a comedy animation together. Others explore a world map, describing how they would one day like to explore places such as New Guinea and Madagascar. In the outside area, children engage in ball games, or negotiate the obstacle course. Children say they love attending. They describe being outside, playing with friends and colouring activities as their favourite things to do while here.

Children are encouraged to be independent and respectful members of the setting which is clear from how they play and interact with each other. They know and understand the rules in the setting because they have been fully involved in developing them. They are respectful of each other and the range of high quality resources they are provided with. Inclusive practice is actively promoted by staff. Children demonstrate this as they show awareness of their own, and one another's dietary requirements. They also acknowledge the need to play appropriately with the younger children who attend.

What does the early years setting do well and what does it need to do better?

- Leaders and staff have made significant improvements since the last inspection. They work together to keenly and consistently evaluate the effectiveness of the setting. They accurately describe areas of strength in the provision, as well as areas they are working on improving.
- Children and parents are asked for their views about the setting and these are listened to by the responsive staff. For example, suggestions made to add more variety of fresh fruit at breakfast time were quickly implemented.
- Children's positive mental health is promoted by staff. They have introduced a 'worry box' which is emptied daily and any worries posted here are followed up sensitively with children. Staff have created a 'mindfulness area' where children can sit in small groups or individually. They are encouraged to talk to one another or read books, away from the busier areas of the setting. Children were observed in this area talking about their day and sharing tips on how to braid their hair.
- The provider has undertaken a mental health first-aid qualification to increase her knowledge and benefit her staff. Staff report high levels of job satisfaction and well-being as they say they are well supported by leaders. Staff provide positive role models for children through their respectful relationships with one

another.

- Staff encourage children to be responsible citizens. Recent discussions about animals that live in the oceans led on to research about plastic waste. As a result, staff and children in the setting are making a conscious decision about the use of plastic and how to effectively recycle. Similarly, an interest in Australia has developed into conversations about global warming and what more can be done as individuals to combat this issue.
- When younger children start the setting, staff find out about them through parent discussions and observations of the children. For older children, these discussions are largely led by the children themselves. This enables staff to get to know the children quickly and accommodate their interests and needs. Staff further support this ongoing through close parent partnerships and good professional relationships with local schools. However, staff do not always know about any additional support children may be receiving. This means that they cannot promote this further in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The whole staff team has a sound knowledge and understanding of the issues which may suggest a child is at risk of abuse or neglect. They have undertaken training which includes wider safeguarding aspects. This includes how to identify children who may be at risk of extremism or radicalisation and how to identify girls at risk of female genital mutilation. Staff also provide advice to parents about e-safety. Staff are proactive in following up children's unexplained absences. They make their safeguarding procedures clear to parents. All staff are clear about how to make appropriate referrals relating to child protection or allegations against staff.

Setting details

Unique reference number	EY418124
Local authority	North Yorkshire
Inspection number	10130582
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 to 11
Total number of places	28
Number of children on roll	110
Name of registered person	Pick and Mix Kids Limited
Registered person unique reference number	RP530202
Telephone number	07976785228
Date of previous inspection	5 September 2019

Information about this early years setting

Pick And Mix Kids registered in 2011. The out-of-school club operates from rooms within St Mary's Catholic Primary School. It opens Monday to Friday from 7.30am to 9am and from 3pm to 6pm, during term time only. The club employs six members of staff. The manager holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector
Louise Goodger

Inspection activities

- The inspector spoke to leaders about the values of the setting, and how they help children to understand these.
- The inspector observed activities and experiences provided for the children and evaluated these with leaders.
- The inspector attended a short meeting with managers to discuss the leadership of the setting, including how they evaluate their provision.
- The inspector spoke to children and parents, and took account of their views of the setting.
- The inspector sampled some documentation including those that demonstrated staff suitability and training.

We carried out this inspection 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.

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