

# Inspection of The Young Ones

Preston School, Monks Dale, YEOVIL, Somerset BA21 3JD

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Inspection date: 12 March 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy, and confidently separate from their parents and carers as they eagerly talk to the staff. Even young children who are new to the setting are inquisitive and want to take part in the activities, enthusiastically putting themselves forward for tasks. For example, they say, 'Me take it' and push a small wheelbarrow full of compost. When they get to a slope, they push harder and feel proud of their achievement. Children explore, make choices, and decide where they want to learn, going indoors to fetch resources they need outside.

Children enjoy learning and clearly show they are having fun. Activities continue until they decide they have completed them to their own satisfaction. Staff skilfully add resources to extend children's interest and learning. For example, they provide weighing scales for children who are using wet and dry sand. Older children then work out how many scoops of the different sand they need to make the scales balance. Children enjoy being active and understand the effect exercise has on their body. Staff repeat good physical activities with them, and children join in with words and actions, anticipating what comes next. They engage well, listen to instructions, and watch adults to copy what they are doing. They display good concentration, coordination and control, developing their physical skills successfully.

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

- The manager monitors children's development well to ensure they are all progressing as they should be. The special educational needs coordinator has a good understanding of her responsibilities. She works successfully with staff, parents and outside agencies to ensure children receive any additional support they need to help them to catch up. For example, staff have had training to understand how children process language and learned ways to support them better.
- Good partnerships with parents have a significant impact on children's well-being and learning. For example, parents confirm they exchange good information with staff to be able to support their child's learning and care at home and at the setting. They comment that their children are excited to arrive, and that staff are extremely supportive, for example, with potty training.
- Children make predications and test their ideas, while being supported effectively by staff. For example, they suggest that making a castle from dried rice will not work and laugh with delight when they find out they are right. Staff encourage good mathematical language and children use it correctly. Children demonstrate their understanding by using words later in their play, such as 'small', 'medium' and 'large'.
- Children behave well and staff support them effectively in understanding their

expectations. However, staff sometimes resolve any conflicts for older children too quickly, missing the opportunity for them to consider what to do for themselves. Also, when children make suggestions to solve problems, some staff do not follow this through for children to see if it works. For example, staff say that a broken piece of train track cannot be mended and they take it away, even though children suggest using glue.

- Staff make good use of routines, such as snack time, to support children's learning further. For example, children have a good understanding of hygiene, such as cleaning the tables with water and washing their hands. Staff encourage them to count how many children are present and find the corresponding number of plates and cups. Children use tools safely and make healthy choices when making their own sandwiches. They use their imaginations, creating faces with cucumber, and then use a camera to take a photograph and print it off.
- Children are confident communicators. They engage in conversations with staff and ask and answer questions. Older children who speak additional languages, speak and even read some English clearly and effectively. Children gain a positive awareness of their cultural background, and staff invite parents to bring in traditional foods and activities.
- Children are eager to listen to familiar stories and concentrate well. Staff pause for children to fill in words and suggest what comes next. However, despite books being available, staff miss opportunities to encourage children to use them independently in their play and activities.

## Safeguarding

The arrangements for safeguarding are effective.

The manager continues to review the suitability of her staff team, who have all been at the setting many years. All staff have had recent safeguarding training. This has updated and secured their understanding of the procedures to follow to keep children safe, including the use of mobile phones. They know what signs and symptoms may concern them that children are at risk of harm and what to do to help protect them. The manager takes effective and quick action when needed. Staff help children to learn to keep themselves safe. For example, they include them in doing risk assessments of the garden, teach them to hold scissors correctly, and help them to learn about dangers while cooking.

## What does the setting need to do to improve?

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

- help older children to resolve conflicts independently and find out if their ideas for solving problems work
- encourage children's use of books more frequently.

## Setting details

<b>Unique reference number</b>	EY365283
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10074037
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 14
<b>Total number of places</b>	26
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Bowditch, Jane
<b>Registered person unique reference number</b>	RP511952
<b>Telephone number</b>	01935 433 365
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

The Young Ones is a privately owned setting and registered in 2007. It operates from a self-contained classroom situated in the grounds of Preston Comprehensive School in Yeovil, Somerset. It is open Monday to Friday during term time from 9am until 4pm, with out-of-school care offered from 3.15pm until 6pm. There is also a play scheme operating Monday to Friday from 8am to 6pm during the school holidays. The setting receives funding to provide free early education for children aged three and four years. There are six members of staff, of whom five hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Elaine Douglas

## Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- A learning walk was carried out with the manager to understand how they plan their curriculum and environment.
- Parents' feedback was sought and the inspector held discussions with staff at convenient times.
- The inspector held a meeting with the manager to discuss leadership and how they monitor and improve their provision.
- Documentation was sampled, including safeguarding information, staff records and training certificates.

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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