

Inspection of Young ones early years

Top Slack Farm, Ashover, Chesterfield S45 0ED

Inspection date: 23 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school keen to explore the activities and resources staff have set up for them. They enjoy doing exercises to wake up their bodies for the day ahead. Staff show children how to find their heartbeat and feel how it changes after exercise. Children talk about how exercise makes them feel hot. They know they need to help themselves to a drink of water before they go off to start their day at pre-school.

With support from staff, children investigate how magnets work. They seek out items in the room that will attach to a magnet. Staff talk to children about metal, plastic and wood. They explain that metal is magnetic. Staff do not shy away from using complex words with children. They explain what words mean to extend children's vocabulary and develop their understanding.

Children learn how to use tools, such as knives and scissors, safely. Staff show them how to carry scissors correctly. Children who are chosen by staff to prepare the snack proudly wear aprons and hats. They know that doing this and washing their hands help to protect other people from germs. Children who prepare the snack learn from staff how to safely use a knife to cut up peppers, apples and tomatoes. Throughout the activity, the staff member talks to the children about the benefits of eating fruit and vegetables.

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

- Managers and staff all know what they want children to learn during their time at the pre-school. Staff have support from the manager to develop their professional knowledge. They apply what they learn to extend children's learning. Staff have the skills they need to help children to make progress.
- Staff make sure that everyday experiences help children to build up their independence. For example, two-year-old children know where to find their coat and wellington boots for outdoor play. Staff support them to put on their coat and boots. Three-year-old children put on their own coat and boots, although some still have support from staff.
- Staff use outdoor play to support their aim for children to gain confidence in themselves and learn how to work together. Staff use crates, wooden planks and tyres to create balance beam circuits. Children work together to change the position of the planks and introduce different challenges, such as walking down a slope. Staff are on hand to offer advice on how to balance on the planks. Children use different methods to navigate the course. They walk sideways, hold their arms out to the side or walk as if on a tightrope. As they grow in confidence and skill, they change how they move around the circuit.
- Children behave well in the pre-school. The staff have routines and rules in place

to help children to play and learn in a safe and happy environment. Children follow the rules and routines. With the help of staff, they are developing an understanding of why we have rules. For example, when children use tweezers to pick up cake sprinkles, they know they must not eat the sprinkles. Staff explain that the sprinkles have germs on them because people have touched them with their hands.

- The manager works in the pre-school alongside staff. She is a strong role model and staff follow her lead. They spend time talking to children, asking questions and modelling how to write letters and numerals. Occasionally, staff do not name objects they are talking to children about, so children do not benefit fully from the discussion. Staff do not think about where children sit when they model how to write a letter or numeral. Consequently, children do not see how to write these correctly themselves. At times, staff do not show children how to hold their pens to have better control when they are making marks.
- Staff show interest in children's life away from pre-school. They incorporate what they know about children into the learning opportunities children have. Children learned about places that some of their friends have visited to see their family. Pre-school children take part in local activities, such as art projects. Staff also introduce experiences such as den building, to support children's communication skills and their ability to work as part of a team.

Safeguarding

The arrangements for safeguarding are effective.

All staff know and understand what their responsibilities are to help to keep children safe and well. They can describe signs and symptoms that indicate that a child is at risk of or is suffering abuse. Staff can explain what they would do if they had any concerns about a child, or if anyone made an allegation against them or another staff member. The staff recruitment procedure is appropriate. The registered person completes Disclosure and Barring Service checks on all new staff. Staff have appropriate first-aid qualifications so that they can offer suitable treatment if a child has an accident.

What does the setting need to do to improve?

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

- increase staff awareness of how they can better support children to learn good habits when speaking and writing.

Setting details

Unique reference number	2611327
Local authority	Derbyshire
Inspection number	10213245
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	75
Name of registered person	Young ones early years Ltd
Registered person unique reference number	2611325
Telephone number	07702965655
Date of previous inspection	Not applicable

Information about this early years setting

Young Ones Early Years registered in 2020 and is located in Ashover, Chesterfield. The setting employs nine members of childcare staff, four of whom hold an appropriate early years qualification at level 3. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The setting provides funded nursery education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual and the manager about the leadership of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a small-group activity with the manager.
- Parents shared their views of the pre-school with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022