

Young Ones (MK) Limited

Inspection report for early years provision

Unique Reference Number	EY345121
Inspection date	11 April 2007
Inspector	Cordalee Harrison
Setting Address	Rickley Middle School, Rickley Lane, Bletchley, Milton Keynes, Buckinghamshire, MK3 6EW
Telephone number	07939 088 959
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Registered person	Young Ones (MK) Limited
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Young Ones (MK) Limited was registered in 2006. The out of school club is located in Rickley's School, Bletchley, Milton Keynes, Buckinghamshire. The provision is privately owned.

The out of school club operates from a self-contained unit within the school's premises. Children have access to three rooms, kitchen, toilet and washing facilities. Children use the school's securely fenced playground and playing field for outdoor activities.

Children from Rickley's and Rivers Schools attend the breakfast club, after school care and holiday play scheme. Children with learning difficulties and disabilities attend the setting. There are 65 children aged from five to 12 years on roll. Children attend a variety of sessions. During term times the club is open each weekday from 07.30 to 9.00 and 14.45 to 18.30. During school holidays it opens from 07.45 to 18.30. The club employs three staff all of whom hold childcare qualifications. Of these, two are qualified to level 3 in childcare and education and staff also hold appropriate play work qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play freely and enthusiastically outdoors, they use equipment, such as, skipping ropes, hoops and balls, they also play various games that require them to run. They extend their play by setting up obstacle courses that test their coordination. They run freely as they play games such as, 'Tag' and promote their social skills as they play group games including 'Parachute'. They use their imagination and extend their play outdoors in the sunshine and fresh air. Children have free access to the outdoor area and they make good use of the space to extend their play and promote their social skills as they join their peers in large and small group activities.

All areas of the premises that children use are maintained to an appropriate standard of hygiene and cleanliness. This enables children to promote their independence and self-care skills because they are able to use areas such as the toilet and washing facilities independently. For example, children explained that the washing and toilet facilities are always clean and appropriately equipped. Children are developing good self-care skills, they know to wash their hands before handling food and the reasons for doing so. They also explain that they use sun cream to reduce the risks of getting sunburn. Children eat a reasonable range of snacks including fresh fruits daily. They have easy access to fresh drinking water; this enables them to satisfy their thirst according to their individual need.

Good procedures are in place for the management of children's health conditions and medication. Children's allergies are clearly identified and known to staff. Sufficient staff who are qualified in first aid are available to deal with children's minor accidents. To safeguard children's health accidents and medication records contains all of the required information. However, the setting does not gain parents written permission to seek emergency medical treatment or advice for children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well organised, safe and secure indoors and outside. This enables children to move freely between indoor and outdoor activities; they use the available space confidently and carry out many of their activities independently. The display of children's artwork is used creatively to decorate the rooms, they brighten the walls and help to create a child centred environment. Children have easy access to a wide selection of age appropriate safe toys and resources. Most activities are planned to ensure that they are properly resourced. However, children know that they may use additional resources to initiate or extend their play.

To maintain a safe environment for children to use, staff make effective use of the setting's health and safety policies and risk assessments. They check all areas regularly to ensure that the precautions they take are effective. For example, they ensure that all fire exits are clear and that children do not have access to any hazardous substances. To further develop children's understanding of safety, staff practise evacuation of the premises with them. Children know that they practise the fire drill to enable them to evacuate the premises quickly and safely. Children also take some responsibility for their personal safety and that of others. For example, they learn to keep the premises free of slipping and tripping hazards and inform staff of safety issues that arise, for example, if a toy gets broken.

Safe procedures are in place for children's arrival and departure, the uncollected child statement is linked to the child protection procedure. Staff are clear about their roles and responsibilities to safeguard children's welfare. They have good understanding of child protection issues and a clear understanding of the procedure to follow in regards to child protection. The setting's child protection policy provides clear guidance for staff and parents. Contact details for the local and registering authority and other relevant agencies are readily available in the setting to ensure that staff are able to act immediately to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly in the group and engage themselves in purposeful activities. They feel included and valued because staff gain their opinions and ideas and use them to provide activities that are appealing and interesting to them. For example, children request to play either a football or pool tournament. Children openly discussed the merits of both games and made a decision based on the game that would appeal to most children. They talked about how the game could be organised, taking into consideration, the weather, time of day and other factors that might affect their game, such as their energy levels. Children demonstrate good organisation skills and use prior knowledge to help make decisions. For example, they put forward sensible reasons why it might be better to play the game before or after lunch, such as, playing before lunch would help to build their appetite, however, playing after lunch would increase their energy levels; they are beginning to understand how the body works.

Children use practical activities to develop their social, emotional, intellectual and communication skills. For example, whilst organising and playing a wide range of games that involve small and large groups of children, they learn that it is important to follow rules. Children explained that whilst playing 'Bull dog' they have to listen carefully and follow the instructions. They also explain that they have to learn to control themselves even when they are not pleased with the result of the game; they are learning that they will not always win. Children explore their creativity in a variety of ways, they make and listen to music. They choreograph dance routines and express themselves in their drama activities. They use a variety of art and crafts activities including marble painting, junk and clay modelling. They explore different textures as they use materials, such as clay, play dough and sand in their artwork. Children work cooperatively with their peers and use their imagination to initiate their play; for example, they design a house using the soft play resources. They include all of the essential areas and equipment they need to make their house specific to their needs. They extend their activity as they practise life skills, such as, caring for children and resolving conflicts in their pretend play. Children explore changes and test their senses and their knowledge in their cooking activities. For example, they talk about the changes that take place when hot water is poured on jelly, including the aroma that rises with the water vapour and how different smells whet their appetite. Through topics and themes, they explore subjects, such as, the importance of a healthy diet food and regular exercise to build and maintain healthy bodies. They deepen their understanding with first hand experiences and feel a sense of achievement when they eat the food they prepare. Children spend their leisure time in constructive and enjoyable ways.

Helping children make a positive contribution

The provision is good.

Children benefit from staff's positive attitude to issues of equality; they learn to respect and value themselves and others regardless of background, culture or ability. Through topics,

discussion and practical activities children deepen their understanding of the wider society and the importance of equality. For example, topics such as 'Let's celebrate', help them to explore different cultural celebrations and deepen their understanding of the importance of these events to specific groups of people. Children feel a sense of belonging because staff value their work and gain their opinions. This ensures that all children feel welcome and are included in the setting's activities. Children behave well; they know and adhere to the boundaries for behaviour because they are involved in setting the ground rules. Children know that good behaviour helps to keep them and others safe and that it also helps to create a good environment where everyone feels welcome and are able to express themselves.

The setting is experienced at providing care for children with learning difficulties and disabilities. To ensure that the correct service and resources are in place, input of children and parents is gained and if necessary resources, such as additional staffing, is put in place. To ensure that children develop and maintain their independence and confidence, the space is well organised to allow them to move about as independently as possible. In addition, activities are adapted to ensure that all children can become involved and feel included. Staff take effective measures to ensure that children's privacy and dignity are not compromised. To ensure consistency of care for children, the setting communicates effectively with parents and carers. For example, staff greet parents at the start and end of the session and both parties exchange relevant information about children's care and well-being. In addition, the parents notice board is well presented with up to date information and the setting's policies are readily available to them.

Organisation

The organisation is good.

All children are welcomed into a safe, secure and appropriately maintained well organised out of school environment. They have easy access to a good range of safe age and stage appropriate resources and activities. Children's activities are supervised well by sufficient staff who are qualified and experienced in childcare and play work. Children make choices about play and spend their leisure time in purposeful and interesting ways. The setting meets the needs of the range of children for whom it provides.

All of the required documentation to safeguard children's health welfare and most essential written parental permissions are in place. To further safeguard children's welfare, only staff who are vetted are alone with children. Regular evaluation of the setting's activities, ensures that children's needs are met consistently. Staff are clear about their duties, they work closely as a team, which creates a secure and relaxed environment for the children. Staff's practice is supported by many clearly written policies, most of which contains comprehensive guidance and information and are also readily available for parents. However, the uncollected and lost child policy does not contain all of the necessary information, for example, it does not include a procedure to follow should a child become missing whilst on the school site.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- gain parents written permission to seek emergency medical treatment or advice for children
- make sure that the lost child policy contains all of the necessary information.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk