

# YMCA South Devon Jungle Club

Inspection report for early years provision

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**Unique reference number** 139449  
**Inspection date** 20/04/2011  
**Inspector** Dawn Biggers

**Setting address** Youth Centre, Dartmouth Road, Paignton, Devon, TQ4 6NX

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

YMCA (South Devon) is a charitable limited company which opened in 1996 and is run from the Jungle Club premises on Dartmouth Road, Paignton, Devon. It operates from the upper floor of the building with outside play areas. Children have use of the sports hall and play room indoors. The YMCA offices are also situated on this floor. The YMCA offers out of school care and serves a wide catchment area. The club is open from 3.15pm to 6.00pm Monday to Friday during term-time and from 8.30am to 6.00pm during school holidays.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend at any one time. Children can attend up until the age of 12 years. Children can be collected from six local schools by staff in mini-buses owned by the YMCA. There are 92 children on roll. Staff offer support to children with special educational needs and/or disabilities.

There are four members of staff, two of whom hold early years qualifications to level two and three, and two who are working towards level three.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and enjoy attending the club. They spend time with their peers whilst establishing positive relationships. The management is supportive and therefore there are good links with the team. The staffs good commitment, care and planning ensures children's individual needs are met well. The effective relationships with parents and partnerships contribute to the successful integration of the club and to children's good progress. The club strives to develop their practice and provide high quality childcare within their clear capacity to maintain continuous improvement. Therefore, children are safe, secure and enjoy a good variety of stimulating activities and resources. Overall assessments of children and polices and procedures meet their individual needs.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- update the polices to more clearly reflect the club's overall procedures within the Early Years Foundation Stage requirements
- improve the system of observational assessment and planning to provide a clearer overview of children's progress and next steps in development.

## **The effectiveness of leadership and management of the early years provision**

Effective systems for safeguarding and protecting children are in place. Staff have a good understanding of child protection issues through training. All staff have completed criminal record checks and are safe to be in close proximity to children. Risk assessments are maintained well, reviewed and hazards are dealt with promptly. The premises are secure and visitors are carefully monitored and logged. The registration system clearly monitors who is present. The club offers a fully inclusive provision to meet children's individual needs, for instance, there are effective systems to collect children from a variety of schools using the club's minibus.

Good relationships are established with parents. Information is gathered from the start within an 'all about me' form. This records, for example, children's interests, likes and dislikes. An informative parent's information pack familiarises them well with the setting's procedures and a news letter enhances the communications each term. Additional information is displayed on the notice board and this is along the good plan of activities to support children's learning. Parents comment positively on the quality of the club and how much their child enjoys the outings and physical activities provided. Good partnerships have been established with other schools and the local authority and this fully supports children's inclusion and learning. Documentation is organised and fully in place to meet the legal requirements and to support children's care. Policies and procedures are clearly understood by staff and the management has reviewed the overall procedures, which are up-to-date and reflected in the parent's pack. However, the club is less well up-dated in highlighting the Early Years Foundation Stage requirements.

The club's self-evaluation contributes to the setting's good capacity for continual improvement. The club has begun to try ways to obtain feed back from parents to improve the service, by using questionnaires and informal discussion. The club responded to parents' request to provide a Christmas club. A successful fete was held to raise the profile of the club and news letters have been introduced each term to keep them well informed. The club have clearly developed good links with the local authority. Training has been identified for team leaders in supporting their implementation of appraisals and supervision, to value and support staff professional development. Therefore, they are up-to-date on child protection and first aid, and safeguarding and ensuring children's welfare has the upmost priority.

Children are valued and respected and benefit from a planned and secure environment where they have choices and access to a good range of activities. This enables them to play independently as well as in small or large groups. Activities clearly support their interests within the indoors and outside areas and include various outings. Therefore, children play team games and confidently use the computer. The club offers a fully inclusive provision to meet children's individual needs, for instance, there are effective systems to collect children from a variety of schools using the club's mini bus. They learn about differences and respect each other as activities include some celebration of festivals such as Easter

and resources are available to promote positive images.

## **The quality and standards of the early years provision and outcomes for children**

Children have fun and engage in a good variety of physical activities. They play team games, which they thoroughly enjoy, and are very active. For example, they play ball games such as football and tag. They understand rules such as the rotation list for using the computers and take turns using this and enjoy the games. They participate in free play and quieter activities playing card games and concentrate well whilst designing their own Easter cards. They confidently use equipment such as the scissors whilst cutting the card and use the glue sticks with good control and concentration. Children have good relationships and social skills; therefore they confidently use language to engage with peers and adults. Children behave well. They are able to express themselves; for example, during snack time they say, 'I don't like strawberries' when making their choices. Staff sensitively reinforce the boundaries and children are very responsive. They are praised and therefore they share their achievements. The inclusive environment enables all children to participate in the good range of activities. They learn about the wider world and their local community through celebrating some festivals and visiting places of interest in the holidays.

Staff plan flexibly and children have good access to activities, which support them within the six areas of learning and offer good challenges. They take the lead from children's interests and therefore they engage in cooking, obstacle courses, make paper dinosaurs and enjoy outings to the forest and ice skating. They informally discuss children's achievements with parents. Planning is displayed to ensure everyone knows the activities on offer. They have good links with schools, and whilst collecting children discuss ideas to support them in their next steps, such as literacy skills, where they make up crosswords and word searches. Staff observe children, however, learning webs and observations sheets are less well established within their overall assessments of children's good progress, although staff are very knowledgeable about children's individual needs.

Children learn how to keep themselves safe as they engage in the daily routines and are gently prompted and supported by staff. For example, they take part in the emergency evacuation drills to ensure that they are able to quickly and safely exit the club if required and are able to share these procedures. They learn to use equipment safely such as the scissors and computer, as particular sites are blocked. Snack times are social occasions where children are learning about healthy choices. They make decisions about what they would like to eat from a good range of nutritious snacks such as fruit and vegetables which meet their individual dietary requirements. They freely access drinks in maintaining their own fluid intake, particularly after physical exercise. Children are familiar with the good personal hygiene routine, therefore they wash their hands before snack and lunch time. Children share their enjoyment of trips, for instance, their visit to a fitness centre. There they engaged in many physical games related to the Easter theme, such as using the parachute, jumping sacks and painting a large ball. Daily

exercise is promoted with team games using the sports hall or outside court where they bring their own scooters. They develop skills kicking and throwing the ball and whilst playing team games. This increases their understanding of the importance of regular exercise as part of maintaining a healthy life style.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met