

YMCA South Devon Jungle Club

Youth Centre, Dartmouth Road, Paignton, Devon, TQ4 6NX

Inspection date	07/04/2014
Previous inspection date	20/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy interesting and challenging activities and a good range of well-planned activities that engage and encourage their physical and sensory explorations.
- Children are confident and happy, they are independent and have good relationships with the staff and each other.
- Staff offer a good balance of child-initiated and adult-led activities that sustain the children's interests well.
- The staff promote children's learning through a stimulating environment and by providing a good range of well-planned activities that engage and challenge children.
- Staff encourage children and parents to share their views and they use this information well to inform their planning, which includes activities based on children's choices.

It is not yet outstanding because

- The monitoring processes for evaluating practice are not formally established, to further contribute to the club's good development of their practice.
- There is some lack of detail in the information that staff share with parents about children's progress, to further involve them in their children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play area and sports hall.
The inspector held meetings at appropriate times with the manager and chief executive and conducted a joint observation with the manager of an adult-led activity.
- The inspector looked at children's assessment records and planning documents and a sample of documentation relating to children's welfare.
- The inspector checked evidence of staff's suitability and qualifications.
- The inspector took account of the views of parents in questionnaires and of the provider's self-evaluation.

Inspector

Dawn Biggers

Full report

Information about the setting

YMCA (South Devon) registered in 1996 and is a charitable limited company which runs from the Jungle Club premises, 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 6pm Monday to Friday during term-time and from 8.30am to 6pm 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 seven local schools by staff in mini-buses owned by the YMCA. There are 150 children on roll, of whom 10 are in the early years age group. The club is able to support children with special educational need and/or disabilities and children who speak English as an additional language. There are 10 members of staff, of whom seven hold early years qualifications at level three and above.

What the setting needs to do to improve further

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

- consider ways to strengthen monitoring processes by formalising the self-evaluation system

- strengthen information for parents about the children's learning, to further involve them in children's progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development from the start, as staff gain information from parents about the children's interests and development. This includes a visit to the setting, observations of the children and using an 'All about me' form. The staff team work together well to provide a good balance of activities that engage and support children's interests well. As a result, activities complement children's progress and focus strongly on promoting personal, social, emotional, and physical skills. Children also enjoy expressing themselves through using different materials. For example, they make marks with the paint, they role play with the dressing up clothes, and explore the musical instruments. Children gain a good understanding of the world, for example, by discussing the ingredients required for making bread. They develop new skills, for instance, as the staff show the children how to knead and prod the dough, and give

suggestions about what they could make. Children demonstrate that they are independent and creative, for instance, by designing a bread 'spaceship' and, because their efforts are praised by staff, they develop self-confidence.

Staff are skilled in their interactions with children and therefore children's ideas are supported well or extended. For example, an adult shows a young child how to make a box for their picture to cover. When they confidently share that this 'needs to be bigger' the adult is responsive and makes them a larger one. Children engage in a good balance of self- chosen and adult-led activities. Children enjoy learning at the club by participating in themed activities, engaging in forest school, seeing wildlife at the zoo and celebrating events such as Easter by making cards and baskets. Staff are attentive and responsive to the children's lively interactions. Consequently, children are eager to share their achievements and talk about what they are doing. They have good self esteem and confidence. Staff encourage children to initiate their own play and they respond sensitively to offer support and encourage children to extend their thinking. For instance, when children choose to play a card game, staff sit on the floor with them, engaging their interest and encouraging their number and colour awareness. Children demonstrate that they are learning to think for themselves and to solve problems, as they request to play the game again, reorganising the cards to ensure they have the best chance of winning.

Parents engage well in children's learning as the staff use observations, and encourage children to put examples of their work and photographs in a scrap book. The effective approach of consultation and liaison with school in terms of planning activities, means that children make transitions easily between their school days and the club. This promotes a clear foundation for their future learning and supports their next steps in learning and development well.

The contribution of the early years provision to the well-being of children

Children are happy and settle well at chosen activities which interest them. They relax and are comfortable. Children enthusiastically join in with favourite activities. They have good relationships with the staff and with their key person, who listens to them and shares their interests with them, and this supports children's emotional wellbeing. They develop a good awareness of a healthy lifestyle. For instance, they help to prepare the snacks and make nutritious choices, such as fruit or sandwiches. Children have free access to water and they recognise for themselves when they need to drink, after physical exercise, for example. Staff encourage and remind the children to wash their hands in the daily routine, which promotes their awareness of good hygiene practices.

The children use the play spaces well and make choices from a wide range of activities that reflect their interests. Therefore, they are able to relax in a cushioned area with books or engage in more active or creative play. The children's opinions are valued, and there are formal opportunities for parents to give feedback through questionnaires, to gather their ideas about future activities.

The staff are good role models; they praise and encourage the children frequently. As a

result, children of all ages are cooperative and well behaved and are familiar with the club rules. For example, staff devise ground rules with the children, which they display at children's level with pictures and words to support their understanding, and staff discuss and review these regularly with the children. Children learn to wait their turn as they write their name, independently or with support, on the waiting list for the computer. They confidently play in groups, for example, taking turns while playing games, and they engage well in team sports with the other children. Younger children benefit from the support and care of the older children attending.

Children learn about how to keep themselves safe as they engage in discussion with the staff. The children confidently explain the fire evacuation procedures and are supervised closely. For example, they use the adult scissors safely to make marks in the bread dough and use various tools and materials in the craft activities.

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

The leadership and management of the club is good. The manager receives strong levels of support from the management and committee. As a result, the manager demonstrates a clear understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage and of his roles and responsibilities. Following a notice to improve issued by Ofsted the club has reviewed and updated its recruitment policy procedures and re-checked the suitability of all the staff who work with the children, so that procedures are robust and only vetted persons have sole access to children. Staff know the clear procedures and guidelines in place to support them in keeping children safe. The implementation of robust risk assessments for the environment and for outings, means that the children relax and enjoy the activities. The staff demonstrate a good awareness of procedures to follow should they have a concern about a child. As a result they actively promote children's safety and wellbeing.

The management team and staff regularly reflect on their practice and are clear about the strengths of the club. Their ideas are valued and used to continually improve their practice and enhance the provision further. For example, the session activities have been changed to improve the children's social interactions during meal times. A communications book has been introduced and information displayed in the office, which provides a good overview of all the children's individual needs from a glance. This has improved the communications between the after school and holiday club staff, and extended the staff's knowledge about all the children who attend the setting. The current system for self-evaluation, however, does not allow for all staff to pool their ideas together, which reduces their ability to acknowledge all the club's achievements and note good progress. The performance of staff is monitored well, as the manager works closely with the team. Staff skills are acknowledged through supervision and their individual strengths are used well to support the activities. Staff receive regular training and planned appraisals and, as a result, there is a clear focus on staff development. The staff are suitably qualified, and all their skills contribute to the club's effective operation, which promotes the children's learning and wellbeing well.

Staff establish effective partnerships with parents and other schools through close liaison and open communication. They also liaise with external agencies to support children who have additional needs. As a result, they consistently support a child's behaviour and inclusion in the club by promoting continuity in their care, learning and development. Staff provide good information for parents about the range of activities on offer. However, information in children's scrap books currently lack some detail. For example, observations and photographs are used with little reference to the areas of learning. This does not allow fully for parents to be involved in their children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	139449
Local authority	Torbay
Inspection number	960955
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	40
Number of children on roll	4
Name of provider	YMCA South Devon
Date of previous inspection	20/04/2011
Telephone number	01803 551578

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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