

# The Young Ones

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



<b>Inspection date</b>	22 April 2016
Previous inspection date	9 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children make good progress relative to their starting points. Staff use their observations effectively to make accurate assessments of children's learning. Planning for future learning is good. Secure monitoring of children's progress enables staff to build effectively on children's existing skills to close any gaps in learning.
- Children are very confident and have good self-esteem. They develop strong relationships with staff, and show through their actions and behaviour that they feel emotionally secure.
- Staff work effectively with parents and carers to involve them in their children's learning from the beginning. They encourage them to share information about achievements at home, which staff include in their assessments of progress, to give an all-round picture of children's learning.
- The provider and staff team are committed to continuous improvement through rigorous self-evaluation. They have made significant changes since the previous inspection to improve outcomes for children.

### It is not yet outstanding because:

- Activities to teach children to use and understand technology are not sufficiently challenging, particularly for older children.
- There are fewer opportunities for children to learn about aspects of their community, different occupations and ways of life.

## What the setting needs to do to improve further

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

- provide greater challenge for older children to understand about and use technology for different purposes
- help children to learn more about their community and different ways of life.

### Inspection activities

- The inspector observed staff and children engaged in learning activities indoors and outdoors.
- The inspector talked to the provider, staff, parents and children.
- The inspector reviewed processes for monitoring children's progress in learning.
- The inspector sampled records that the provider is required to keep to support children's welfare.

### Inspector

Julie Neal

## Inspection findings

### Effectiveness of the leadership and management is good

The provider focuses well on staff development and training to improve the quality of teaching. Regular team meetings allow staff to share new skills and knowledge, and to prioritise improvements that have the most impact on children's learning. For example, they observed how boys and girls used resources in different ways and made changes to planning to suit children's preferences. Safeguarding is effective. The provider and staff team have a good understanding of how to safeguard children, and all attend training. They have a thorough knowledge of safeguarding procedures and use these well to help protect children from harm.

### Quality of teaching, learning and assessment is good

Staff plan a good variety of interesting activities that challenge individual children well. For example, they extend children's enjoyment of stories by using pictures without any words to encourage children to put these in any order and create their own tales. Staff communicate very well with children, and use their skills effectively to help children to solve problems. For example, children practised their early writing skills by drawing shapes, numbers and letters in sand. Staff use music well to encourage children to be imaginative and move their bodies in different ways. For example, they pretended to be rockets and enthusiastically joined in the countdown before 'blast off'. They pretended to zoom quickly through space and slowly took giant steps to walk on the moon.

### Personal development, behaviour and welfare are good

Children who are learning English as an additional language receive good staff support. Staff's strong relationships with parents result in effective planning to develop their children's communication skills. Children have very good safety awareness. For example, when helping prepare fruit and vegetables for meals, they explained how to peel these safely, directing the peeler away from their bodies to minimise risk. Children are well behaved. They understand boundaries because these are consistently upheld by staff, which helps children feel secure.

### Outcomes for children are good

All children, including those who need extra help, receive good support in preparation for their next stage in learning, including going to school. They are enthusiastic learners who have the social skills and confidence to manage change well. Children have regular times during the day when they come together as a group, where they show they can listen, pay attention and negotiate. For example, deciding together whose turn it was to go with staff to collect the post.

## Setting details

<b>Unique reference number</b>	EY365283
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1028490
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 14
<b>Total number of places</b>	26
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Jane Bowditch
<b>Date of previous inspection</b>	9 October 2013
<b>Telephone number</b>	01935 433 365

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 from Monday to Friday during term time, from 9.15am 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 two, three and four years. There are seven adults working with children, including the provider/manager; six have level 3 early years qualifications and one has a level 2 qualification.

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