

Inspection of The Young Ones Out of School Care

Great Burstead Church Hall, 111 Church Street, Billericay CM11 2TR

Inspection date:

30 January 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff provide a friendly and engaging environment for children. They know the children well and provide activities relating to their needs and interests. This ensures children enjoy their time at the club. Children are eager to take part in self-chosen play and display high levels of engagement in activities. Staff are actively involved in supporting children's play and engaging with them. Staff use their interactions to build on children's previous experiences and knowledge. They adapt the environment and activities to keep them interesting and appropriate for the current group of children.

Staff are positive role models and treat the children with respect. This leads to the children, in turn, being kind and caring towards their friends and the staff. Children understand what is expected of them and are well behaved as a result. Staff value the input of the children, giving them opportunities to suggest new ideas and activities during the session. Children are confident and comfortable sharing their experiences with visitors. They ask them why they are visiting and invite them into their play.

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

- Staff use their knowledge of the children's preferences and development levels to plan exciting activities that are relevant to the children attending. Children are supported by staff who deploy themselves effectively. They offer suggestions to children to extend their learning and provide additional resources that allow them to achieve their goals and be successful.
- Children display positive attitudes and participate fully in the activities on offer. During group activities, children work together and communicate their ideas effectively. For example, they make a structure from construction straws. They harmoniously decide what section each person will build. Staff recognise some of the younger children are keen to join in and invite them into the play, helping them decide what part they will make.
- Support for children with special educational needs and/or disabilities is well embedded. Staff are skilled in identifying children who may require additional support. They work closely with parents, the school and other professionals to ensure that every child receives the support they need.
- Leaders focus on establishing strong relationships with families, striving to create a welcoming and respectful environment that values parents' contributions. Parents report on their experiences at the club extremely positively. They praise the supportive and approachable staff, as well as the good communication they receive. Parents state that their children enjoy their time at the club. They feel their children settled well when they began attending due to the support from

the staff, which was tailored to their needs. They appreciate that their views are respected, and their suggestions acted upon.

- Partnerships with the link school are strong. Leaders work closely with them to ensure continuity of care and consistency for the children. For example, they implement the same self-regulation techniques as the school. Staff ensure that there is a two-way flow of information about the children between the school and the club.
- Leaders are reflective and strive to make improvements to the club to benefit the children. They have recently reorganised the environment and have spent time reflecting on various aspects of the provision to ensure the best outcomes for all children. Leaders are careful to consider the views of children, families, and staff when making changes. They understand that some children may be sensitive to change and, therefore, spend time preparing them for any changes to ensure their well-being.
- Staff well-being is important to leaders. Staff receive an in-depth induction to the club. This is followed by ongoing support from leaders in the form of regular staff meetings, supervision meetings, and well-being meetings. Leaders discuss with staff any training and development needs they have or any support they require. Staff are offered frequent training opportunities. They report that they are happy in their roles and feel well supported by leaders and team members.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2647306
Local authority	Essex
Inspection number	10305304
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	25
Number of children on roll	61
Name of registered person	Young, Susan
Registered person unique reference number	2647304
Telephone number	07982762284
Date of previous inspection	Not applicable

Information about this early years setting

The Young Ones Out of School Care registered 2021. The setting employs nine members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 2 or above. The setting operates term time only. The sessions run from Monday Friday. Hours of operation are 7.30am to 9am and 3.15pm to 6.30pm.

Information about this inspection

Inspector

Lyndsey Barwick

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.
- The provider showed the inspector around the club and explained how the play environment is organised.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke to children, to find out about their time at the setting.

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.

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