

Inspection of Y-Kids Redhill

YMCA Sports and Community Centre, Princes Road, Redhill RH1 6JJ

Inspection date:

12 September 2025

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

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children of all ages flourish in this vibrant and well-organised after-school club. Leaders have created a highly effective key-person system. As such, children are extremely happy and know the setting's routines very well. For example, young children hang their bags and coats up, before they access a wealth of play resources. Staff know the children and families very well. This helps children feel safe and secure, as they quickly settle in this friendly club.

Leaders place a high priority on following the children's choices in play. From the outset, staff work with parents to gather information about children's likes. This helps them plan a stimulating environment, that fosters children's imagination. For example, children dress up and pretend to be doctors as they care for the toy babies. Staff observe children's play well and ensure that they have the resources they need to extend their play ideas. Furthermore, children use large pieces of paper to draw around their bodies and use these to create their favourite cartoon characters.

Staff have high expectations of children's behaviour. They are kind and sensitive to the children's needs. Staff play alongside children and model how to share the pretend drinking cup.

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

- Staff plan regular activities to broaden children's play. For example, weekly cooking sessions help children to learn about different foods and the risks of too much sugar in their diets. This supports children to make healthy choices in later life.
- Staff support children's understanding of a healthy lifestyle effectively. For example, leaders have recently reviewed children's snack choices to ensure they are nutritious. As such, children are provided with a range of healthy food and snacks. Older children thoroughly enjoy using the tongs to choose from the different vegetables. However, staff do not always consider how younger children can also take part to self-select their snack, as it is too high for them to reach and serve.
- Staff support children well to further develop their independence. They encourage children to wash their hands before eating and to drink plenty of water. Older children choose to complete their homework independently. They demonstrate a positive attitude to their school work.
- Children's behaviour is good. Staff help children to recall the club rules and reflect on how they must treat others. They encourage good manners and are respectful of the children's choices. Staff's interactions are fun and nurturing.

This supports children's kind behaviour. As such, older children are kind and often help younger children in their play. Children show empathy for each other.

- Staff help children to develop their fine motor skills. For instance, children show great delight as they build large marble runs. They construct with plenty of building blocks and develop their creativity.
- Partnerships with parents are a real strength of the setting. Staff share a wealth of information with parents about the various play activities. Furthermore, leaders plan open events for parents to be invited into the setting to meet the staff team. This enables parents to be able to see the opportunities on offer to their children, and build relationships with their child's key person.
- Staff say that they thoroughly enjoy working at the club. They report that they receive ongoing support and training, to help them deliver the club's play activities.
- Leaders and staff develop respectful working relationships with the children's teachers at the various schools that they attend. They work closely with them, reflecting on children's needs and care routines to support them in the club. These collaborative strategies help children to transition seamlessly after school to the club.
- Leaders place high importance on keeping children safe. The premises are secure. Leaders and staff carry out daily risk assessments to ensure that areas used by children are suitable for their needs. Robust procedures are in place for parents collecting their children to ensure their safety.

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	122628
Local authority	Surrey
Inspection number	10407323
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	60
Number of children on roll	55
Name of registered person	YMCA East Surrey
Registered person unique reference number	RP904717
Telephone number	07870904035
Date of previous inspection	6 January 2020

Information about this early years setting

Y-Kids Redhill registered in 2001. It operates from the YMCA premises in Redhill, Surrey. The after-school club operates term time, Monday to Friday from 3.30pm to 6pm and school holidays 8am to 6pm. Staff at the setting collect children from local schools. The club employs five members of staff, of whom two hold appropriate early years qualifications at level 3 and above.

Information about this inspection

Inspector
Kelly Lane

Inspection activities

- Leaders and the inspector completed a learning walk together. The inspector observed staff practices and considered the impact these have on children's play experiences.
- The inspector held discussions with the management, staff, children and parents.
- The inspector sampled some of the setting's documentation, including staff suitability.

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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