

YMCA Winchester House Day Nursery, Pre-School & Daycamps

Inspection report for early years provision

Unique reference number	EY337340
Inspection date	04/06/2010
Inspector	Lilyanne Taylor
Setting address	Winchester House, Sandown Road, Shanklin, Isle of Wight, PO37 6HU
Telephone number	01983 862441
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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).

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

The YMCA organisation has been registered to operate at these premises since 2006. In 2010 they extended the range of provisions provided and changed their name to YMCA Winchester House Pre-school, Nursery and Day Camps. It is managed by the YMCA organisation which has charitable status, and operates from within the premises of the YMCA at Winchester House, Shanklin on the Isle of Wight. There are gardens available for outdoor play and the premises are fully accessible.

The Pre-School and Nursery is registered on the Early Years Register only. They are registered to provide care for a maximum of 56 early years age group children at any one time. Currently there are seven children on roll. The operational hours of these settings are Monday to Friday 7:30am to 6pm. all year round.

The Day Camps are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 60 children aged from 4 years to under 8 years at any one time; of these all may be in the early years age range. Numbers of children on roll varies, however, at the time of inspection no early years age group children were in attendance. The operational hours of this setting is Monday to Friday 7:30am to 6pm during school holiday periods only.

The organisation employs a Manager who holds an Early Years Foundation Degree and she has achieved Early Years Professional Status. In addition seven further staff are employed; of these four work in the nursery. All staff are suitably qualified in childcare; six hold a National Vocational Qualification Level 3, one a BA Honours degree and two staff are currently working towards achieving Early Years Professional Status to enhance their existing qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The organisation's evaluation of the type of provision being provided led them to extending their registration to include a pre-school and nursery. This means they are now providing an inclusive environment for families with younger children all year round. Management and staff show commitment to the development of the provisions and work with each other to drive forward their vision for the future. Staff's professional development is supported through the provision of training, and they are developing reflective practice through meetings and discussion. Children are making steady progress in their learning and development through the range of activities provided. Not all specific legal requirements are being met, some documentation lacks detail, not all identified risks are acted upon and some procedures in place are not fully effective. As a result the safety of children is not able to be fully assured at all times.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure the premises outdoors is made secure so children are not able to leave unsupervised and intruders are prevented from entering. (Safeguarding and Welfare) 16/07/2010

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

- ensure risk assessments carried out on the premises cover all hazards children may be exposed to paying particular attention to the outdoor area while it is not secure
- ensure the action that has been identified as being required in the written risk assessment of the premises with regards to internal doors is completed
- provide opportunities for children to think and suggest solutions and answers.

The effectiveness of leadership and management of the early years provision

Staff have a secure understanding of safeguarding procedures and know what to do if they should have concerns about a child. Rigorous vetting procedures ensure all staff have their suitability to work with children confirmed.

The organisation is in breach of welfare requirements with regards to children's safety. Risk assessments for the premises do not include all potential risks children may be exposed to and how they are to be effectively managed or addressed. Although there are good systems in place to restrict entry to the premises and where children are being cared for when using the main entrance this is shadowed by the fact that the external grounds are not fully enclosed and secure. As a result although the expectation is for staff to be vigilant when outdoors this in itself is not adequate for ensuring children attending the Day Camps do not leave the site unnoticed or for preventing un-authorized persons gaining entry to the grounds or premises. In addition, although the risk assessment of the premises shows the action required to be taken to ensure children are protected from having their fingers trapped in doors this has not been completed.

Staff show commitment to the continual development of the provisions and together with management at meetings, they continually review and monitor the progress being made. This is reflected in the action plans in place for future development which will benefit the children. For example, wall displays are to be expanded on to provide children with more opportunities to see print within the environment and a computer is to be installed.

Children are cared for by a well qualified staff team who work well together as a

team. All staff attend regular training which ensures their knowledge of child care and child development is kept up to date. Adult to children ratios are maintained in all areas and most of the time staff deployment is effective for ensuring children are kept safe. The design of the premises and facilities within ensure children with restricted mobility are able to be accommodated. Children have access to a vast array of good quality resources all of which are stored low level on round edge furnishings or within boxes.

Staff have positive links with parents, and they work closely with outside agencies to ensure all children with special educational needs are supported. Parents receive information about the operational procedures of the setting via a welcome pack and information displayed on notice boards. All policies and procedures the settings work to are available for parents to view. Parents have access to the procedures they should follow if they have any concerns and to details of how they can contact the regulatory body if they so wish. All necessary permissions are sought which ensures children are cared for in accordance with their parents wishes. Children's records of progress are available for parents to view at all times and meetings for them to discuss these with staff are being planned. At this time no children in the pre-school or nursery share their care with other Early Years Foundation Stage providers. However, the manager is aware that should this change then a system for exchanging information to ensure all children's care and learning is continuously supported needs to be established.

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

Children develop trusting relationships with staff; they each have their own allocated key person. Their self-esteem is raised and they develop confidence by staff recognising their individuality and praising their efforts.

Throughout the settings children are making satisfactory progress towards the early learning goals. Staff are confident in their knowledge of the Early Years Foundation Stage and the procedures they use to monitor children's progress. Children's progress in their learning journeys provide an accurate and informative record of the stage of learning for each child. Staff plan activities in response to their observations of children's individual interests or children's requests.

Children thoroughly enjoy playing with sand and water; they sit alongside staff to make sand castles and recall the times when they have done this on the beach. However, because staff tend to take over the activity children are not fully supported to gain the most learning. For example, they are not encouraged to think what texture the sand needs to be to make a castle or to predict what might happen if too much water is added and how this can be resolved. Children use their imagination well; they pretend the sand they have moulded is a cake, place candles on the top and then sing happy birthday to staff. Babies enjoy the experience of kicking their feet in the water tray and watching the bubbles pop, they explore textures such as corn flour mixed with water and when they are tired they are rocked to sleep in the arms of staff.

Children play well together staff model politeness and consideration, to which children respond well. Children are keen to help staff when asked and they develop good levels of independence. Under close supervision they serve their own lunch at lunchtime and most manage their own personal hygiene with little support from staff. All children have good opportunities to freely choose their activities and develop confidence as they make decisions and choices.

Children are encouraged to lead a healthy lifestyle. They are provided with nutritious meals and snacks and engage in activities such as making pizzas using mushrooms, cheese and ham as a topping. Children have free access to the outdoor areas during the day, which ensures they have plenty of fresh air and exercise. Children attending the nursery and pre-school have their own separate secure outdoor play area. In addition they enjoy regular walks along the cliff paths and coastline. They visit the beach to have a paddle in the sea or to collect shells and seaweed for their nature table. Play parks they visit have a range of various sized equipment thus ensuring children of all ages have the same experiences. During holiday periods children attending the day camp sessions have an exciting range of activities to choose from each day, some of which are provided in response to requests made by children of what they would like to have offered. For example, activities recently provided included a visit to the local dinosaur museum, swimming at the local indoor pools, making pizzas, a fossil walk, beach combing, crazy golf, learning how to knit and woodwork.

Staff support children to develop an awareness of how to stay safe when on outings and children are aware of how to evacuate the premises in the event of an emergency. However, because the external grounds are not fully secure and appropriate action has not been taken with regards to internal doors this is compromising children's safety.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that a child is unable to leave the premises without a person who is caring for children on the premises becoming aware of the child leaving (Suitability and Safety of Premises and Equipment) 16/07/2010
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises. (Suitability and Safety of Premises and Equipment) (also applies to the voluntary part of the Childcare Register) 16/07/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified for the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment) 16/07/2010
- ensure that a child is unable to leave the premises unsupervised except where the child is aged eight or over and the parent of the child has agreed that they may leave the provision unaccompanied. (Suitability and Safety of Premises and Equipment) 16/07/2010