

# YMCA Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	142856
<b>Inspection date</b>	09/12/2010
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<b>Type of setting</b>	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 Pre-School opened in 1978. It operates from a dedicated room at the rear of the YMCA building, in the Blackbrook area of Taunton, Somerset. The group opens five days a week during school term times. The pre-school is open for a breakfast club between 8am and 9am. Pre-school sessions are from 9.15am to 11.45am, a lunch session between 11.45am and 12.45pm with an afternoon session from 12.45pm to 3.15pm. Wrap around care is offered from 3.15pm to 4pm each day. Children may attend for a variety of sessions. Children have access to a fully enclosed outside play area.

The group are registered on the Early Years Register and the compulsory part of the Childcare Register. They are registered to care for a maximum of forty children between two and five years. There are currently 69 children in the early years age range on roll. Children aged three and four years receive free early nursery education. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The pre-school employs nine staff that work with the children. The manager holds a level 3 early years qualification. Her deputy is currently studying for her level 4 qualification and she is also the administrator for the pre-school and the setting. Two staff members are primary school teachers, one of these also holds a level 3 qualification in Early Years. Three others hold a level 3 qualification and two have a level 2 qualification. The YMCA board of management oversees the running of the group.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development is extremely well planned, supported and observed to meet their individual needs. Therefore some outcomes for children are outstanding due to the excellent deployment of resources and how well equality and diversity is promoted. Most aspects of the welfare requirements are met really well, with good systems of self-evaluation to help identify and address issues as they arise to ensure the setting maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- develop systems to monitor that written policies accurately match staff's actual procedures and knowledge, such as the written procedure to follow if an allegation is made against a member of staff includes informing Ofsted
- develop procedures for sharing with parents children's existing injuries every

- time they are recorded
- develop all staff's knowledge of promoting children's physical well-being, through the appropriate clothes for access to the outdoors during winter months

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

Safeguarding children is given priority within the setting. All staff are aware of correct procedures to follow in the event of being concerned about a child, through their training and having up to date information readily available. The written safeguarding policy includes basic allegations against staff procedure although it does not mention informing Ofsted, even though staff are very aware to do so as it is a specific legal requirement. Children's existing injuries are recorded to further protect children, although these are not always countersigned by parents as evidence to parents having been informed of these observations and safeguarding against an allegation of an injury occurring at the setting. All potential risks have been identified and addressed successfully at the setting through robust risk assessments. The group do not operate any outings but are aware of the need to carry out a full risk assessment for each type of outing if they do so in the future. A robust system is in place to ensure suitability checks are carried out on all staff and anyone who has contact with children within the shared premises, in order to further safeguard children.

Staff promote a very welcoming environment for children and parents. The newly extended playroom is extremely well laid out and resourced in order to stimulate children and offer a wide range of activities. The inside space is used effectively to provide children with physical activities such as a climbing frame and slide as well as quiet, table-top and floor activities. Free-flow from the inside to the outside area is really effective at meeting children's individual needs although some staff do need to be reminded to ensure children are adequately dressed for the very cold weather when playing outside in order to promote their good health.

Equality and diversity is promoted extremely well. Children and their parents with English as an additional language are well supported with notices and key words displayed in their own language to enable good communication and reflect their cultures. Christmas is explored with the story of Jesus, as well as exploring celebrations from other countries and cultures. Diversity is reflected across many of the toys and resources. Children with special educational needs and/or disabilities are really well supported. Staff work closely in partnership with other agencies to ensure their individual needs are really well understood and met. There are excellent back-up systems to support children, when the Special Educational Needs Co-ordinator (Senco) who is the key person for some children, is not present. For example, some children who benefit from routine and familiarity have a second key person. Children who struggle to settle in are also expertly supported to make them feel secure during this transition, however long it takes, which really meets their individual needs and promotes equality for all.

All staff are involved in the self-evaluation process. Management seek staff and

parents views on the setting and use this to help them make continuous improvement. There are regular staff meetings and appraisals to ensure everyone is sharing their views and cascading information gathered at training to benefit all staff and in turn the children. Partnerships with parents are strong with regular information sharing via newsletters, notice boards, parents evenings and informal discussions. Information about the Early Years Foundation Stage along with the weekly planning is displayed for parents. All planning, observations and assessments are ongoing, meaningful documentation to give a true reflection of activities, individual progress and the settings ongoing development.

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

Children benefit greatly from their learning and development being promoted in an outstanding way. Exciting activities across all six areas of learning are planned with individual needs taken into account. Children's interests and enjoyment of activities are used to influence short term planning. Children's achievements and progress are effortlessly observed and recorded to share with parents and identify their next steps in development.

Children have lots of fun with free choice of activities throughout the morning. They make choices as to play inside or outside, which meets individual needs really well. Some children are happy whatever the weather to be learning outside with traditionally inside classroom activities, such as painting and craft. Children thoroughly enjoy adult led activities such as cookery. They take great delight in mixing chocolate and cornflakes to make mangers with baby Jesus made out of a Jelly Baby wrapped in icing. Children benefit from the staffs' excellent evaluations of activities which are changed as required to have improved outcomes. For example, the mangers started off as Shredded Wheat as more straw like but not so easy for the children to coat in chocolate or to eat so changed. This shows good a commitment to continuous improvement. Children love to explore the sensory tent with torches and other light objects. Children listen well to stories and develop excellent creative skills from their role play and using different voices for characters. Children routinely problem solve in their play, such as sorting toys in colours, shapes and size. They learn about the world around them from meaningful discussions about the weather and the effects of the wind, cold or snow, which develops their communication, language and literacy skills through everyday learning. These are all excellent skills for the future.

Children show an understanding of hygiene through their hand-washing routines. They use liquid soap and paper towels to prevent the risk of cross infection. Children have easy access to drinking water as they play. They enjoy a social snack time with a variety of fruit provided by the pre-school and social lunch time with their packed lunches provided by parents. Children learn to cover their mouths when they cough to prevent the spread of germs and they benefit from posters to remind them of good health issues as well as learning from the good role modelling of staff. For example, washing hands after wiping noses. Children greatly benefit from regular play outside although their health is at risk when not

properly dressed for the weather.

Children feel safe and secure due to an effective key person system and a well risk assessed premises. Children are involved in regular fire drills and clearly know the Golden Rules of the setting in order to keep themselves safe, such as not running through regular discussions and reminders. Children are also respectful of staff and their peers as they learn to be kind, share and talk not shout. Their behaviour is positive with good manners and an interest in all that is going on in the preschool. They follow instructions really well and practice their nativity play with pride and maturity, taking their roles really seriously. Children benefit from their behaviour being praised and encouraged at every opportunity by staff.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met