

Chelmsford YMCA @ Westlands Primary School

Inspection report for early years provision

Unique reference number	EY290962
Inspection date	01/04/2011
Inspector	Fiona Robinson
Setting address	Westlands Primary School, Beeches Close, Chelmsford, CM1 2SB
Telephone number	01245251700
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Chelmsford YMCA at Westlands Primary School is run by the Chelmsford YMCA. It registered in 2004 and operates from a local primary school in Essex. All children share access to a secure, enclosed outdoor play area and the club has the use of the host school's outdoor area, activity course and football pitch.

The out of school club is open each weekday from 7.30am to 9am and 3pm to 6pm during the school term, and 7.30am to 6pm during the school holidays. Children come from the local area and attend for a variety of the sessions on offer. A maximum of 96 children aged between four and eight years may attend at any one time. There is also provision for children up to the age of 11 years. Currently there are 20 children on roll, of whom four are in the early years age group. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The out of school club supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are five members of staff who work with the children, of whom three hold a National Vocational Qualification (NVQ) at level 3; one holds a NVQ at level 2 and another member of staff is working towards a NVQ at level 2. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and are fully included in a wide range of activities. They achieve well and respond very well to the care and support they are given. There are outstanding links with parents and carers and information is shared effectively with the host school. The managers and staff have a good awareness of the club's strengths and areas for improvement, such as developing resources in technology. They demonstrate a good capacity for continued improvement.

What steps need to be taken to improve provision further?

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

- develop the use of technology in activities and for recording children's experiences
- develop problem solving experiences in the natural environment.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff have a very clear understanding of their responsibility to keep children safe. They have an excellent understanding of safeguarding and child protection issues. Collection procedures are robust and followed carefully by staff and parents. An excellent range of policies and procedures are fully implemented to ensure children's safety. There are rigorous staff recruitment and vetting procedures in place to check the suitability of staff and adults working with the children. Staff are deployed very effectively and children are well-supervised in the indoor and outdoor environments. Fire drills are practised regularly so that children become familiar with the routine. Daily risk assessments are carried out to minimise hazards and keep the environment safe. A good range of equipment is checked on a regular basis to ensure it is safe to use.

Partnerships with parents and carers are outstanding. They are kept very well informed of the youngest children's achievement and progress, and learning journeys are shared with them on a regular basis. They say that staff are very caring and helpful and work very hard to provide a welcoming, inclusive environment. Staff share information very effectively through regular newsletters, informal discussions and the parents' notice board. Parents are very supportive of fundraising activities and special events such as the Nativity and the summer fete. Partnerships with the host school are good and staff work hard to ensure a smooth transition to and from the club. It benefits from the use of the school hall, the activity trail and football pitch.

The club is well led and managed. The managers and staff meet regularly to discuss themes, activities and areas for improvement such as resources. Good progress has been made in addressing the recommendations of the previous inspection. In particular, key staff regularly monitor the achievement and progress of the children and record this in their learning journeys. Good self-evaluation systems are in place and staff value the views of parents and children. Staff work well as a team and there is a good shared commitment to develop provision. There is excellent involvement of children in indoor and outdoor play. Staff actively promote equality and diversity through the celebration of festivals and topics about 'Countries Around the World'. There is regular appraisal of staff who attend courses and training to enhance their knowledge and expertise. Care and sensitivity is shown towards children with special educational needs and/or disabilities and effective use is made of a good range of resources to meet the needs of the children. There is a more limited use of technology in activities, such as the computer and the digital camera, which impacts on children's development of these skills. Planning shows that opportunities for children to explore and investigate the natural environment are not fully exploited.

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

There is well-organised, safe and purposeful indoor and outdoor play. Activities are stimulating and children achieve well. Staff have a good understanding of the children's interests and build these into the activities. The key worker system works well for all children at the club, including the youngest children. Staff regularly monitor children's achievements and record them in their learning journeys.

Children behave exceptionally well because staff are excellent role models with very clear expectations. Their self-confidence and positive self-esteem is developed very well through staff valuing their ideas, thoughts and feelings. They benefit from excellent relationships with other children and staff. They are very polite, friendly and aware of the club rules, which they helped to compile. They take turns in activities, share play resources well and are encouraged to make independent choices. They are very keen to learn about festivals and customs such as Diwali, Christmas and the Chinese New Year. They are also very interested to learn about life in other countries such as France, Germany and South Africa. They enjoy food tasting experiences, dancing and artwork associated with these. Children with special educational needs and/or disabilities are fully included in these experiences.

Children develop an excellent understanding of keeping healthy and safe. Their health is promoted very well through healthy eating and physical exercise. They enjoy tasting a wide range of different foods at snack time. They learn how to use equipment safely as they prepare fruit salads, fruit kebabs and milk shakes. Their physical and climbing skills are developed well as they explore the activity trail. They also benefit from talks from the police service on road safety. They feel very safe and secure in their environment and confidently tidy their equipment and chairs away at the end of the session.

Children enjoy coming to the club and achieve well in their activities. Their creative skills are developed well as they draw and paint colourful collages. They enjoy making models of cars and buildings. They are keen to build dens indoors and outdoors and enjoy searching for insects. Children cooperate very well in parachute games. Their communication, language and literacy skills are developed well through role play and they enjoy reading books in the library area. They enjoy singing, dancing and performing for one another. However, there are fewer planned opportunities for children to experience problem solving and sensory activities in the outdoor natural environment. Children enjoy trips and visits to other clubs. They enjoy sensory play in the indoor environment such as mark making in shaving foam and cornflour, and mixing water and glitter. However, there are fewer opportunities for them to use technology, such as the digital camera to record their experiences. Overall children are prepared well for life outside the school day and future learning experiences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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