

# Surbiton YMCA

Inspection report for early years provision

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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).

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.

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## Description of the setting

Kingston and Wimbledon YMCA Afterschool Club opened in 2003. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The YMCA is situated within Surbiton High Street. The main line railway station is within walking distance and bus routes go direct to Kingston town centre. Car parking [meter] is available for a maximum of two hours on the main road. Club staff collect children from Maple Infants and St Andrews and St Marks Junior schools. The club operates term time only from when the schools close until 6pm. The club operates from two studio rooms in the Health and Fitness area on the first floor of the YMCA Surbiton. There is no outdoor play area, but children are taken to local parks. A snack and a light tea is provided.

The club is registered to provide care for 30 children from four years to under eight years at any one time. There are currently 26 children on roll, of these seven are within the early years age range. Children aged from eight to 11 years, also attend. Children are cared for by a team of five staff including the manager who is qualified to level 4 in playwork. Three other staff hold level 3 qualifications in playwork and early years, and one is booked to commence level 2 training in September.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure, warm and welcoming environment. They thoroughly enjoy attending, have good relationships with each other and staff, and demonstrate a strong sense of belonging. The activity programme is varied, challenging and good fun, but opportunities for outdoor play are restricted. Levels of engagement between staff and parents are, overall, good. The setting has established friendly relationships with the schools that children attend, but full partnership working has yet to be established. Leadership ensures that self-evaluation is an inclusive process which is, in the main, very successful in identifying and targeting priorities for improvement. The capacity for sustaining this is good.

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

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

- develop partnership working, with both parents and the schools children attend, to enable staff to support children's identified learning and development needs
- increase opportunities for outdoor play.

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

Children are cared for by a team of well qualified and experienced adults, in a well maintained clean environment. Children's welfare is very well safeguarded, and closely monitored through record keeping. Procedures for recruiting, vetting, and inducting staff are rigorous and highly effective. Child protection training is mandatory for all staff and the procedure for responding to concerns about children are well understood by the team. Risk assessments are thorough and effective in minimising accidents and incidents. All records and documentation required for the safe and efficient management of the setting are in place and well maintained.

The setting is well equipped with play resources and equipment and very good use is made of the available indoor space to provide for wide ranging play preferences. Staff deploy themselves very effectively to support the differing needs of each and every child. However, not enough use is made of the local parks to ensure children have access to outdoor play. Professional development opportunities within the organisation are excellent. Staff are supported to gain National Vocational Qualifications from level 2 to level 4. Leaders receive training in managing performance and in developing staff supervision skills. Staff attend workshops, which lead to greater understanding of child development issues and special educational needs, such as autism and selected mutism, as well as those which assist activity planning, for instance 'science in the early years'. Equality and diversity is promoted well and very much embedded in the operational policies and procedures, and through the provision of resources and activities. For example, staffs' understanding is enhanced through training workshops such as 'One Child Many Cultures-valuing diversity', and the needs of individual children are discussed at staff meetings so that children receive consistent adult support.

Parents are well informed about the setting's operational and regulatory policies and procedures, which are also summarised in the user-friendly parent hand book. Regular newsletters keep them up to date on operational issues and of planned special events. Staff ensure that parents are informed about children's well-being and that messages from school are passed on, when they collect at the end of the day. However, there are no procedures in place for working in partnership with the schools to ensure that children's individual learning targets are consistently supported within play. Observations of children's progress and development are not routinely shared with parents or school teaching staff . Nonetheless, parents cite the enthusiasm of staff and the strong relationships between them and the children, as well as the wide range of activities, and provision for meeting children's special dietary needs as key strengths. They are extremely happy with the service.

Since the last inspection the frequency of fire drills has been increased and road safety awareness has been given more of a priority. Snacks and meals have become healthier. The team has developed a secure understanding of the requirements of the Early Years Foundation Stage in relation to a play-based provision. They have made widely reported beneficial aspects of play, such as den-

making, a regular feature. The process for carrying out self-evaluation has also improved greatly; the inclusion of all staff, parents and children exemplifies leadership's commitment to promoting equality and diversity. The team have a list of new priorities for improvement, all which are set to enhance the outcomes for children further, for example developing understanding of fire safety in more depth, labelling resources in pictures and words in children's home languages, and increasing cooking activities. Leadership is strong and committed to ongoing improvement, which is shared by the staff team.

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

Children's learning and development is effectively supported by the exciting range of play-based activities which compliment those typically experienced within a school day. However, their specific school learning targets are not known by the setting, meaning that opportunities for staff to support these within play may be being missed. Nonetheless, children work together, with good adult support, to solve practical problems, such as building a den by joining poles to make a frame and sheets for the roof. Children mark out the letters of their name in the air using long coloured ribbons attached to sticks whilst performing their own dance routines in front of the mirror. They make 'chatterboxes' by folding paper into squares and triangles marking out colours and numbers and make up humorous messages for others to discover when they engage them in the well known traditional game. Children create and design innovative models, using recyclables, for example toilet rolls, food container lids and tin cans are transformed into a 'submarine with cannons'. Children enjoy cooking activities, use paint and explore texture as they hide small animals and people figures in coloured shaving foam. They use the computer with high levels of competence. They learn other important future skills, such as sewing and finger knitting, which boys understand 'even soldiers need to know how to sew'. Children take part in dramatic activities which often mimic popular reality television shows. Their awareness of diversity is raised through activities which link to cultural and religious festivities, or, for example, national sporting events.

Children learn about good health when they make fruit smoothies, or pizza's with nutritious toppings. They help themselves to fresh fruit on arrival from school and the water dispenser encourages frequent visitation which ensures children keep well hydrated. Tea in the YMCA restaurant is a very grown up, and sociable, affair. They make their own choices, help themselves, and clear away their own plates afterwards. Children choose where they want to sit; either at a two or four seater table, and engage in leisurely conversation with their friends and staff. Team games, such as football, tennis, and cricket, along with the availability of a wide range of sports equipment, encourage physical exercise. For example, children practise balancing on wobble boards and giant rubber balls, and learn how to skip. However, although the children walk from school to the club, trips to the park are usually only once per week meaning that opportunities to climb on challenging apparatus and to spend time playing in the fresh air are limited. Road safety is reinforced on the daily walk from school to the club and children are familiar with

the fire evacuation procedure. They act responsibly when they find glass in the park, which they pick up, take to staff, and warn their friends about.

Overall, this is a very good out of school care setting. Children's personal, social and emotional needs are very well supported by key members of staff who spend the time playing with them and engaging them in conversation. Children's views are sought and listened to. Positive behaviour, efforts and achievements are rewarded with stickered stars and the right to choose an activity for the following week. Behaviour is exemplary. Older children are considerate of the needs of younger children and kindly include them in their play. Children report that they like attending. They say that the staff 'are nice' and 'good fun'. They describe the rules and why they are in place and the only aspect of the provision they want improved is an increase in visits to the park.

## 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	2
The effectiveness with which the setting promotes equality and diversity	2
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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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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	2
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	2
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

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