

Chelmsford YMCA @ Baddow Hall

Inspection report for early years provision

Unique reference number EY357418
Inspection date 01/11/2011
Inspector June Oliver

Setting address Baddow Hall Junior School, New Road, GREAT BADDOW,
Chelmsford, CM2 7QZ

Telephone number 01245 354873

Email

Type of setting Childcare - Non-Domestic

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 @ Baddow Hall is one of seven out of school clubs run by Chelmsford YMCA. It opened in 2007 and operates from two adjoining rooms in a building within the grounds of Baddow Hall Junior School in Chelmsford. All children share access to a secure, enclosed, outdoor play area. The out of school club is opened every weekday from 7.30am to 9am and 3pm to 6pm during the school term. The club serves the children who attend Baddow Hall Infants and Junior Schools.

The setting is registered by Ofsted on the Early Years and compulsory and voluntary parts of the Childcare Register. A maximum of 20 children aged between four and eight may attend the out for school club at any one time. There is also provision for children up to the age of 11 years. There are currently 25 children aged from four to 10 years on roll, of whom 18 are in the early years age range. The out of school club employs two staff, both of whom hold appropriate level 3 early years qualifications. The setting receives support from the local authority and is working towards an accreditation award.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make reasonable progress towards the early learning goals because activities are planned to generally cover all areas of the curriculum consistently. Parents are kept well informed about what their children are doing and staff obtain useful information about their preferences and starting points. This ensures that children's individual needs are met effectively. Partnerships with the schools that children attend are well established and effective in practice. The setting evaluates the provision by asking staff, parents and children and observing the children's play, and is committed to raising outcomes for children. All required documents are in place, however information relating to staff details are not available.

What steps need to be taken to improve provision further?

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

- ensure individual records are easily accessible, kept on the premises and contain the name and address of the staff members, and information about their recruitment, training and qualifications (Documentation). (also applies to both parts of the Childcare Register)
- 01/12/2011

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

- ensure daily opportunities are provided for children to practise and extend their skills in problem solving, reasoning and numeracy.
- ensure children have regular opportunities to use information and communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded in the setting as staff have good knowledge of local policies and procedures. Staff have completed training and there is a safeguarding policy in place and contact numbers available should they have a concern about a child. Children are kept very safe as the setting has good security measures in place and risk assessments are completed. Records of attendance, accidents and incidents and medication are completed to give children further protection. Staff are vetted to ensure they are suitable to work with children. However, a record of staff details, their qualifications, training and recruitment information was not available at the premises for inspection. This is a breach of the welfare requirements.

The setting regularly evaluates its practice, using information from staff, parents and children, and is aware of its strengths and weaknesses. The setting continually looks for ways to improve its provision for children. For example, the organisation of the setting has been changed to make the resources more accessible to the children. The setting ensures the needs of the families and children are being met by regular reviews of the activities offered. Staff have regular team meetings and individual appraisals to ensure they have relevant and up-to-date knowledge and to review their individual needs.

The staff team works well together and efficient rotas ensure the smooth running of the setting. The environment is welcoming and has posters, displays, information for parents and samples of children's work. Activities are easily accessible and interesting and children readily engage in them with a good level of participation. Children self-select activities, which encourages their independent learning. Equality and diversity is promoted well, with staff adapting activities to ensure all children can participate. For example, staff help some children to butter their croissants and supervise others. The positive relationships between staff and children ensure good support and supervision during activities. This means that children's needs are effectively met.

Good relationships have been developed between parents and staff. The setting collects useful information from parents at registration about medical, dietary needs and starting points to ensure individual needs are met. Parents are kept informed about their children's care and activities on a daily basis through verbal exchanges. This ensures that parents are involved in their children's care. Information about children's progress is shared using learning journeys, which means that parents can support their children's learning effectively. Feedback from parents suggests they are happy with the setting and that the information and support they receive is good. Purposeful partnerships with the schools that children

attend ensure that the setting supports the learning for consistency. Good use has been made of the local authority for support with practice.

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

Children are settled and secure at this setting and enjoy the activities provided. This is because of the positive relationships between staff and children. Activities are planned to meet individual learning goals and to follow children's interests. Children learn how to use tools and equipment safely as they play with the bats and balls in the garden. They are confident to choose their own activities as they know their boundaries and know what they can do. For example, children choose to play outside in the garden with the bats and balls and know they must be careful of other children. This encourages independent learning.

Children behave well in the setting as ground rules are established and discussed during group times. This ensures that all children feel settled and safe and can participate in the activities confidently. Children share resources and play well with each other. They receive praise for their efforts so they feel valued. For example, children performing in the talent show were clapped by everyone watching. Children learn about cultures and beliefs as they celebrate festivals and birthdays together. They learn about differences and diversity using books and a range of other multicultural resources, such as games, puzzles and small world figures.

Children are making reasonable progress towards the early learning goals because activities and resources are provided that follow children's interest and needs. Observations of children's achievements are completed which link to the different areas of learning. These are used for assessment and to identify children's next learning objectives. Children are learning reasonable mathematical skills as activities are provided to promote this area of learning, such as games. However, opportunities to include counting and mathematical language in everyday activities are limited. Children are learning good communication skills as staff ask questions and give time for children to reply. For example, children are asked what they are making with the construction resource. Children's listening skills are encouraged during circle time when children share their news and listen to the others. Drawing materials and other craft activities are always available for children to practise their writing and pencil control. For example, children compiled a chart to mark the talent contest. Children are learning about information and technology using a limited range of resources, such as some electronic toys. This means that this area of learning is not fully supported. Children have opportunity to help in the setting by preparing snack and tea and setting the table. This promotes independence and also develops children's skills for the future.

Children's good health is promoted well by the setting. Daily opportunities for outside play are provided with resources loaned by the host school. For example, children use hoops and run around on the school field. This means that children's physical development is effectively promoted and children feel the effects of exercise on their bodies. Children know about healthy routines and independently

wash their hands before snack and tea time. They know about healthy food and choose fruit for snack with milk or water to drink.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
--	---

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

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:

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:

- take action as specified in the early years section of the report (Records to be kept). 01/12/2011

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 in the early years section of the report (Records to be kept). 01/12/2011