

YMCA Derbyshire

Inspection report

Unique reference number: 58237

Name of lead inspector: Tim Hanson HMI

Last day of inspection: 20 January 2012

Type of provider: Voluntary organisation

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Information about the provider

1. YMCA Derbyshire (YMCA) offers funded and non-funded courses, predominately to learners aged 14 to 19, at its centre in Derby and outreach centres in Alvaston and Ilkeston. Pre-employment, life skills and short courses are available to learners. The Young Peoples Learning Agency (YPLA) has a contract with the YMCA for Foundation for Learning and Life programmes.
2. YMCA provides funded programmes in childcare, hospitality and catering, retail and leisure, health and social care, employability and personal development to learners. Learners join YMCA courses from referrals from Connexions and other YMCA departments or through self-referral. Programmes take a minimum of 24 weeks dependant on the learner's needs and abilities. The head of learning and development is accountable for the management of learning and supervises a team of function coordinators and programme tutors. The learning and development quality manager is responsible for the overall standard of provision. The chief executive officer oversees the organisation and reports to the board of directors.
3. Minority ethnic groups represent 12.5% of the Derby and surrounding area population compared to a national average of 9%. Unemployment in Derby and surrounding area is currently 6.9% compared to 7.9% nationally. The proportion of young people in the area obtaining five or more GCSE at grades A* to C including English and mathematics is currently 51.3%.
4. YMCA provides training on behalf of the following provider:
 - Care Training East Midlands Ltd (Foundation Learning)

Type of provision	Number of enrolled learners in 2010/11
Provision for young learners:	
Foundation for Learning and Life	48 full-time learners

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision	Grade 3
Capacity to improve	Grade 3
	Grade
Outcomes for learners	2
Quality of provision	2
Leadership and management	3
Safeguarding	2
Equality and diversity	3
Subject Areas	Grade
Foundation for learning and life	2

Overall effectiveness

5. Learners enjoy their time on programme at YMCA and they are progressing well. Most move on to further education or training. Learners attain a range of learning goals and achievement of these is currently satisfactory. Partnership working across a range of support agencies and other training providers contributes very effectively to the learner's experience. Learners have a wide range of social and personal issues, which staff and managers deal with in an outstanding manner.
6. Safeguarding arrangements for learners, of which a minority are from vulnerable groups, are highly effective. Learning environments are safe and welcoming and all relevant staff have received training in safeguarding. Learners feel particularly safe. Management has a good strategic approach to working with partners to ensure learners obtain the best experience and support. Staff development is encouraged and fully supported. However, managers do not carry out staff appraisals and set staff regularly reviewed measurable targets and objectives. Equality and diversity is an integral part of learning at YMCA. However, strategies to widen participation are not in place and the performance of different groups of learners managers do not systematically monitor. A closely monitored development plan drives quality improvement but a few issues, which inspectors identified at the previous inspection, the managers have not resolved.

Main findings

- Learners progress well and enjoy their programmes. The proportion progressing to education, training or employment has improved and in the current year is good. The achievement of functional skills is high and similar to the monitoring visit in 2010. Learners' employability skills, such as confidence and self-esteem have improved. However, YMCA does not routinely monitor the performance of different groups of learners.
- YMCA learning centres are pleasant, welcoming environments. They have appropriate levels of security and learners feel comfortable and very safe when they are attending the centres. Learners receive training about health and safety. They are aware of, and use, safe working practices.
- Most learners make a good contribution to the local community. YMCA encourages learners to volunteer and the take up is good. The range of opportunities is large and varied. For example, some helped to prepare and serve meals over Christmas at a local care home and others have become involved in a charity to raise money for vulnerable people.
- Teaching and learning are good overall with some well structured and lively lessons. Tutors understand their learners' needs well and take account of these during lessons. Lesson planning is generally thorough, although it is not always clear how tutors will meet the individual needs of learners or embed functional skills into lessons.
- The range of provision meets the needs and interests of learners well. YMCA has developed provision after consultation with its wide range of very effective partners. These include the local youth offending team, Connexions, a work-based learning provider and a pupil referral unit. YMCA has located its centres to meet the needs of local communities. The provision is flexible to enable learners to attend more easily.
- YMCA's care guidance and support are outstanding. High quality information, advice and guidance, which staff provide frequently at progress reviews, enable learners to make informed decisions about how to achieve their longer term goals. Staff provide learners with outstanding individual care and support. Parents, carers, learners and external agencies consider this aspect of the provision to be key to the success of the young people.
- YMCA makes good use of partnerships as part of its strategy to secure future business and expand opportunities to network with others. Joint bids, membership of networks sharing of good practice with other providers and work with other agencies has successfully increased the range of provision for learners.
- Training and development of staff is a high priority for YMCA and staff value the opportunity to acquire a range of formal qualifications. Many training initiatives involve working with partners and these provide successful opportunities to share good practice. However, slippage has occurred in the staff appraisal process and formal objective and target setting. Formal identification of staff

development needs is not taking place. However, staff are aware of their operational responsibilities.

- Learners understand well the good arrangements for safeguarding and health and safety. YMCA carries out thorough risk assessment of all activities. Staff reinforce health and safety at learners' reviews. Promotion and understanding of health and well-being are an integral part of all learning programmes.
- All staff have received formal training on equality and diversity. However, active promotion of programmes to under-represented groups is not currently taking place. Staff introduce well equality and diversity to learners at induction and reinforce it through a range of formal learning sessions but they do not regularly reinforce this area at learners' progress reviews.
- YMCA regularly gathers feedback from learners and partners and uses the information well to inform important programme improvements. Learners' forums meet regularly and learners value the opportunity to represent colleagues and hold discussions with all levels of management including the board of directors.
- Quality assurance is satisfactory. Regular observations of teaching and learning take place. Managers record observations well and give feedback to staff on how to improve. However, observations of learners' progress reviews do not take place. Managers do not gather partners' views for self-assessment. Regular monitoring of the quality development plan takes place. However, a minority of issues from the previous inspection are not included in the plan.

What does name YMCA need to do to improve further?

- Monitor regularly the performance of different groups of learners to ensure the identification of any achievement gaps.
- Improve lesson plans by showing more clearly how individual learners' needs will be met and where functional skills can be included.
- Make staff appraisal a priority and ensure regular reviews of performance against set targets and objectives take place. Ensure formal recording of staff development requests and requirements form part of the appraisal process.
- Increase learners' awareness of equality and diversity by developing a range of detailed questions for use in reviews, which promotes discussion, enabling learners to show their full understanding of the topic. Observe progress reviews, particularly to reinforce the promotion of equality and diversity.
- Ensure marketing and promotion targets under-represented gender and minority ethnic groups to assist in widening participation. Identify providers who have been particularly successful with initiatives in this area to share good practice.
- Review the self-assessment process to gather a broader range of views, including those of partners and other stakeholders. Ensure issues identified during inspection are included in the quality improvement plan.

Summary of the views of users as confirmed by inspectors

What learners like:

- the very helpful and supportive staff at YMCA who have improved their confidence
- having the Connexions personal adviser at progress reviews
- having the centre in Ilkeston close to home
- the practical nature of the programme compared with school
- being able to cook a range of meals not just convenience food.

What learners would like to see improved:

- more courses to enable a longer stay at the YMCA.

Summary of the views of stakeholders as confirmed by inspectors

What stakeholders like:

- the way that the partnership with YMCA really benefits us both
- the excellent communication with YMCA
- how the YMCA has completely changed the life of learners.

What stakeholders would like to see improved:

- more courses to enable the young people to stay longer and gain more confidence before they move on.

Main inspection report

Capacity to make and sustain improvement

Grade 3

7. Learners make satisfactory progress towards achieving their learning goals, which is an improvement since the focused monitoring visit in 2010. Progression for learners is good, which YMCA staff now follow closely. However, the monitoring of the performance of different groups is not routine. YMCA regularly gathers the views of learners and stakeholders, including parents, which it uses to inform improvements with inspectors identifying some good examples of improvements. YMCA has well managed communication with its partners, including taking opportunities to share good practice. Staff carry out progress reviews and assessment, but managers do not formally observe all for quality improvement purposes.
8. Teaching and learning observations take place regularly. Manager's record observations well provide clear feedback to tutors on how to improve their performance. Formal performance management of staff has lapsed and staff are not set objectives and performance targets to improve provision. One to one meetings inform staff of ongoing performance requirements. Targets and strategies to widen participation for under-represented groups are not in place and staff do not reinforce adequately equality and diversity at learners' progress reviews. Self-assessment is a routine part of the YMCA quality cycle and is an inclusive process for staff and learners. However, the YMCA does not seek the views of partners. Most issues identified by inspectors are in the quality development plan, but some previous inspection issues the YMCA has not fully resolved. Inspectors agreed with the majority of grades proposed in the self-assessment report.

Outcomes for learners

Grade 2

9. Learners progress well and enjoy their programmes. In the current year, a high proportion progressed into further education, training or employment, an improvement on the previous year. The high level of numeracy and literacy success identified in the 2010 focussed monitoring visit is reflected in the achievement of functional skills. The proportion of learners who achieve all their key learning objectives is also high. However, YMCA does not use data to monitor routinely the performance of different groups of learners.
10. Clear evidence from parents, learners and external agencies indicates that learners significantly improve their employability skills, such as confidence, self-esteem, team working and time keeping result from YMCA programmes. YMCA monitors punctuality and time keeping and it has recently introduced new processes to record improvements in confidence and self-esteem.
11. Learners feel particularly safe in the YMCA learning centres. Security at the centres is good and they are pleasant and welcoming environments. Learners

have a good understanding of how to stay safe. They receive appropriate health and safety training when joining the programme, which staff reinforce during progress reviews. Learners are very aware of safe working practices.

The quality of provision

Grade 2

12. Teaching and learning are good. The better lessons are well structured and lively with good use of humour to engage learners. Tutors understand individual learners' needs, which they record in detail for each learner. Tutors use these well during the lesson. Most lesson planning is thorough, but a minority of lesson plans do not clearly identify how tutors will meet individual needs. Lesson plans do not always clearly identify how tutors will embed functional skills into the lesson. Tutors are appropriately qualified and experienced and they are continuing to develop their skills.
13. The range of provision meets the needs and interests of learners well. Effective consultation with a number of external partners helps decide the type of course and location. For example, the centre at Ilkeston YMCA has developed to meet the particular needs of the learners in that area, many of whom would be unable to travel. The subjects the YMCA offers have been determined to ensure that learners have clear progression routes. Good collection and analysis of learners and stakeholders' feedback has improved provision, which includes adjustments to functional skills and additional employability qualifications. Regular learners' forums provide a good source of feedback for YMCA.
14. YMCA has developed very effective partnerships with a wide range of organisations. Connexions works very closely with YMCA to discuss which programmes will be most helpful to learners. A work-based learning provider works with YMCA to ensure coherent progression into apprenticeships. The partnership with the local youth offending team has been particularly effective in giving young ex-offenders good learning opportunities, which help many to stay away from crime. The YMCA has forged links with a local pupil referral unit to provide alternative provision and a progression route after the pupils leave school.
15. The care, guidance and support that learners receive are outstanding. Connexions personal advisers attend many progress reviews and give advice on the steps learners should take to enable them to achieve their longer term goals. Staff carry out reviews well but do not routinely reinforce equality and diversity. Individual care and support given by staff is outstanding and many parents, carers and external agencies such as the youth offending team consider this support to be a vital in helping learners to stay focussed. Many poor school attendees have good attendance at YMCA. One learner who had missed the entire final year of school successfully completed their course at YMCA is now attending course for a level 2 qualification at a local college with ambitions to continue to university. YMCA has a good range of specialised

equipment to meet the needs of learners with a range of learning difficulties and/or disabilities.

Leadership and management

Grade 3

16. YMCA has cohesive strategies and well informed business planning in place. Clear involvement from the board of directors and open communication between all staff and users of its service ensures strategies are well-informed. The board of directors offers a varied range of expertise and gives a high level of commitment to YMCA. Long-term strategies are in place and are supported by business and operations plans, which managers and directors regularly review. Staff are able to contribute to strategic planning and value the opportunity. YMCA manages its links with a range of external agencies well. This has improved the quality of the training programmes, particularly elements of support for learners.
17. Managers and staff regularly collect information and use it well to monitor individual learners' performance. A minority of data systems are still manual, learners' attendance being an example. Regular formal communication within YMCA gives good opportunities for review of programme and individual learners' performance. Well documented staff development focuses on how to improve provision for learners. Its management is through an annual development plan. Although recognised in the quality development plan, staff appraisal has lapsed and subsequently no formal objective and target setting is in place to monitor their performance.
18. Safeguarding of learners and staff is a key priority for YMCA. A designated safeguarding officer ensures the YMCA meets all current requirements of government for this area. YMCA uses regular meetings with partners to share good safeguarding practice and ensure it implements the latest recommendations. All staff meetings have safeguarding as an agenda item. Inspectors identified good examples of safeguarding issues being resolved. The health and safety manager rigorously assesses all risks and systematic vetting takes place of risk assessments by tutors. Regular reviews and renewals of Criminal Record Bureau checks takes place for all staff including the board of directors. Several staff members are qualified to safeguarding at level 2 and above and regular refresher training takes place. YMCA exceeds the rigorous safeguarding requirements of its partners.
19. Promotion of equality and diversity is satisfactory. Most YMCA staff have received formal training on equality and diversity and have good levels of awareness which they pass on to learners. Tutors integrate equality and diversity into teaching sessions at every opportunity and inspectors observed good teaching of the subject. Learners respect and look after each other well and are aware of the vulnerable issues of some of their peer groups. YMCA literature displays a range of images to promote the potential opportunities for under-represented groups and the organisation has supplied a range of

additional equipment to allow disabled learners to participate. However, no formal strategy is in place to widen participation and currently the make-up of learners does not fully reflect the local population. Monitoring of the performance of different groups of learners is not routinely taking place.

20. The organisation has an annual quality cycle and an internal quality audit schedule, which underpins quality improvement activity. A regularly monitored and detailed quality development plan is a key tool for moving the YMCA forward. However, a minority of issues from the previous inspection activity do not form part of the plan and one that managers did include they have not resolved. The self-assessment report covers most of the strengths and recommendations identified by inspectors, but the document is repetitive and over-long.
21. YMCA provides good value for money with clear governance by the board of directors and senior management and good use of available resources. The learners' experience of their programmes is improving and although achievement of learning goals is satisfactory, learners' progression is good.

Information about the inspection

22. One of Her Majesty's Inspectors (HMI) and one additional inspector, assisted by the provider's head of learning and development, as nominee, carried out the inspection. Inspectors also took account of YMCA's most recent self-assessment report and development plan, comments from the funding body, the previous inspection report, reports from the inspectorate's focused monitoring visit, and data on learners and their achievement over the period since the previous inspection.
23. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and stakeholders had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas YMCA offers.

Record of Main Findings (RMF)

YMCA Derbyshire

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	16-18 Learner responsive
Approximate number of enrolled learners		
Full-time learners	48	48
Part-time learners	0	0
Overall effectiveness	3	3
Capacity to improve	3	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	3	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well-being?*</i>	3	
<i>How well do learners make a positive contribution to the community?*</i>	2	
Quality of provision	2	
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	1	
Leadership and management	3	3
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	3	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	2	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	3	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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