

# Maidstone YMCA Pre-School

Maidstone YMCA, Melrose Close, Cripple Street, Maidstone, Kent, ME15 6BD

## Inspection date

Previous inspection date

17/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children's personal, social and emotional needs are met well, because staff understand the importance of the key person role in forming attachments in relationships. This enables children to gain confidence and feel secure when leaving their parents.
- Good partnerships with parents, carers, outside agencies ensure information is shared well and contributes to children's learning and development. These good partnerships extend to local feeder schools, enabling the smooth transition from the pre-school to 'big' school.
- The management and team of staff are motivated, interested individuals who are committed to providing good quality care and education for all the children. This commitment is reflected through regular training and team meetings promoting continuous improvement.
- Children have free access to a good range of accessible resources. These enable children to make choices and become independent learners as they move around the setting.

### It is not yet outstanding because

- Staff carry out observations of children's development but on some occasions fail to identify children's interests or provide activities to fully challenge the older, more able children, both inside and outside.
- A self-evaluation is being developed, but contributions from parents, staff and the

management team are not routinely obtained to fully promote practice.

### **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

### **Inspection activities**

- Inspection visit completed in one day.
- The inspector carried out observations on activities both indoors and outdoors. She sought the views of the children through discussion and observation.
- The inspector obtained the views of five parents' through discussion.
- The inspector discussed leadership with the manager and the deputy manager of the setting.
- The inspector reviewed records, documentation, the self-evaluation and newsletters.

### **Inspector**

ISP Inspection

### **Full Report**

#### **Information about the setting**

Maidstone YMCA initially registered in 2006 and reregistered when it moved to new premises in January 2010. It operates from a purpose built unit within a sports and community centre. It is situated in Maidstone, Kent. The pre-school is open each weekday from 9am to 12noon, 12noon to 3pm and 3pm to 6pm for 38 weeks of the year. All

children share access to a secure enclosed outdoor play area.

The provision is registered on the Early Years Register There are currently 75 children aged from two to under five years on roll. Children come from a local catchment area. The pre-school welcomes children with special educational needs and/or disabilities, and supports children who speak English as an additional language. The setting receives funding for free education for some two year olds and three and four year olds.

There are 11 members of staff including the manager, 10 of these hold an appropriate early years qualification with one of these working towards a qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- review the planning to ensure staff respond to each child's emerging needs and interests to provide appropriately challenging activities through a mix of adult-led and child-initiated play
- improve further the process of self-evaluation to include input from staff, parents/carers and members of the management team.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children generally make good progress in their learning because staff have a good knowledge of the Early Years Foundation Stage. Children are able to make choices from the good range of activities around the room to reflect the seven areas of learning. Staff fully promote the prime areas of learning. For example, children build good relationships with the staff, who treat children with respect and kindness. These relationships are effectively supported by the well-established key person system The daily opportunities to benefit from fresh air and exercise support children's physical development. These two areas together with children's communication and language skills enable children to build on their development from a secure foundation in the prime areas of learning.

Staff provide a variety of activities and resources are accessible to promote the three characteristics of effective learning. For example, children have opportunities to explore and experiment using the sand and water. Children pour, fill and make marks in the sand with different resources. The majority of children show good levels of engagement and make decisions about various tasks. However, staff do not always identify the particular interests of some of the older, more able children. This leads to their not having activities that fully challenge their understanding to enable them to progress in their learning.

The manager and a member of staff monitor the development of children who have additional needs and provide individual plans. They provide support for key people to make sure resources are accessible. Staff establish good relationships with outside professionals to support children's individual needs. All children are encouraged to be independent, washing their hands and putting on their shoes and jackets. They pour their own drinks at snack time and manage their own lunch boxes. This enables children to develop the necessary skills for the next stage in their learning at school.

Parents are fully involved with their children's learning and development. They contribute to the initial profile of their child on entry to the setting and are then fully involved in the on-going assessment of their child's development. Children's 'special books' are accessible to parents daily and the key person encourages the parents to contribute to this record through written comments and photographs. Parents feel confident their child's key person knows them well and they discuss and agree children's next steps in their learning.

### **The contribution of the early years provision to the well-being of children**

Children become confident individuals through focused support from their key person. New children to the setting benefit from cuddles and reassurance to help support them through the separation process on arrival. Staff show a kind, gentle understanding of this difficult step and provide support and guidance for the parents. This gentle nurturing allows children to gain in confidence and independence to form strong relationships with their key person and their peers.

Children learn the importance of eating healthily from the options given to them at snack time. For example, children choose from fresh fruit, raisins and breadsticks with a drink of milk or water. Children are able to make choices and use this opportunity as a social time to talk with staff and their friends. Daily opportunities to partake in various physical activities, both indoors and outdoors further promotes the importance of children's healthy lifestyles.

Children demonstrate a feeling of security and safety within the setting as they move confidently around making choices of the activities. They approach their key person if unsure about any event, such as large group time and receive support through cuddles and explanations. Children behave well and understand the boundaries in place. Staff show a responsible attitude to children's safety and implement secure procedures for the safe arrival and departure of the children. Children participate in fire drills on a regular basis, with a written procedure displayed. Thorough risk assessments further promote children's safety and well-being.

The well-resourced, welcoming environment provides a stimulating environment for children to play, with resources put in areas around the room. For example, children can choose to play in the role-play area with the dressing-up clothes, baby dolls and kitchen equipment. Alternatively, they can go to the area with natural materials, magnets and magnifying glasses to promote 'understanding the world'. Therefore, the environment is

conducive to children making good progress in their learning.

The setting has worked exceptionally well with local schools who invite the children and staff for visits to support the transition to school. The teachers then visit the setting enabling children to become familiar with processes involved in their move to school, whilst in their familiar environment.

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

The leadership and management of the setting is secure and has an accurate self-evaluation of its strengths and areas to develop. However, the process for self-evaluation does not include suggestions and contributions from all parties, such as the parents and the centre management team. The setting has undergone several changes and is constantly reviewing, evaluating and monitoring the service it provides. Parents have the opportunity to complete a questionnaire to share their views and staff welcome discussion on a daily basis. Regular staff meetings are organised to provide interactive opportunities for staff to offer suggestions, ask advice or share best practice with each other. This careful monitoring and evaluation ensures continuous improvement for the setting.

The management team and the staff give safeguarding a high priority. All staff attend training and the manager is the named designated person holding responsibility for this area of practice. An effective written policy is in place and all staff have a secure understanding about their responsibilities towards the children. Rigorous recruitment procedures are in place when employing new staff to assess their suitability. Regular staff appraisals and the renewal of criminal record bureau checks support this process.

Daily opportunities for discussion amongst the staff provide forums to evaluate the session's events and make any relevant changes. Staff training is actively encouraged, which is reflected in their enthusiasm in making changes to the environment to promote learning for the children. Staff have embraced the revised framework for the Early Years Foundation Stage and constantly try to provide interesting opportunities for the children.

Staff fully promote partnerships with parents, other providers, including schools and outside agencies. Support from other agencies and the well-established partnership with parents results in a setting that promotes good outcomes for children.

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY419802
<b>Local authority</b>	Kent
<b>Inspection number</b>	679840
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Maidstone YMCA

<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01622 682128

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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