

Chelmsford YMCA @ Baddow Hall

Baddow Hall Junior School, New Road, Great Baddow, CHELMSFORD, CM2 7QZ

Inspection date	18/12/2012
Previous inspection date	01/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 are making good progress as a result of the support and encouragement offered by staff. They display a strong sense of security within the setting and all are comfortable and at ease.
- The flexible planning effectively allows for activities and experiences that suit individual children and small groups.
- Children's welfare is promoted by the efficient maintenance of the necessary records and the effective implementation of a wide range of policies and procedures.
- Good partnerships with parents ensure staff regularly exchange information to meet children's individual needs.

It is not yet outstanding because

- Opportunities for children to imaginatively explore features of everyday life and develop their understanding of the world through role play are not yet fully embraced.
- Children are not consistently able to view, discuss and appreciate displays containing pictures, photographs and artefacts relating to recent learning experiences.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor learning environment and viewed the additional rooms the setting intends to start using from January 2013.
- The inspector held discussions with the management, staff team and children.
- The inspector viewed a sample of the development records and activity planning.
The inspector viewed evidence of suitability and qualifications of the staff, risk assessment, policies and procedures and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Full Report

Information about the setting

Chelmsford YMCA @ Baddow Hall was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of eight out of school settings that is run by the management of Chelmsford YMCA. The setting operates from four rooms in two adjoining buildings, within the grounds of Baddow Hall Junior

School in Chelmsford, Essex. There is a fully enclosed area available for outdoor play.

The setting employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. There is one member of staff working towards an early years qualification. The setting receives support from the local authority.

The setting opens Monday to Friday during school term times. Sessions operate from 3pm until 6pm. There are currently 28 children on roll, of these 10 children are within the early years age group. The setting supports a small number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend children's imaginative play by providing a role play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge
- set up more displays that remind children of what they have experienced, using artefacts, photographs and artwork.

Inspection judgements

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

The staff have a good understanding of how children learn through participating in fun and stimulating activities. Children engage in purposeful free play and staff ensure that activities are adapted to suit individual interests, enthusiasms and capabilities. The staff use positive and encouraging vocabulary to encourage and build children's confidence and self-esteem. Every evening children are invited to share their news about their school day or other family events. The staff's good use of questioning stimulates children's language and critical thinking. During board games or when completing puzzles, children put forward their own ideas, as well as following instructions. Children who speak English as an additional language are sensitively supported. Visual aids and key words are successfully used to help children understand the routines. When playing with small world figures, children talk through what they are doing and what is happening, demonstrating their understanding and imagination. However, children have fewer opportunities to act out features of their everyday life and broaden their knowledge by using props and resources within larger scale role play scenarios.

Children are effectively developing the skills they need for future learning. They look at books for pleasure and use small and large numbers as they join in board games. Activities such as cooking give children practical opportunities to count and explore weight and capacity. There are many opportunities for children to demonstrate their creativity. For example, they use a good variety of materials to make Christmas cards and decorations. Mark making materials are always accessible so that children can draw pictures or write notes. The children support each other; the older children encourage the younger children to sound out the letters and have a go at writing their own messages.

The staff are continually reviewing the methods of assessment and planning to benefit the children. Regular observations and discussions with parents enable key persons to understand children's abilities and to identify gaps in their learning. They also identify children's interests and use these to motivate children. As a result, children make good progress, in relation to their starting points. Parents have developed very friendly relationships with the staff and speak highly of the setting. They help their children complete 'All about me' booklets and parents also contribute their comments to the ongoing development records. Staff discuss with parents experiences their children have participated in every evening and also pass on any messages from school. This promotes good continuity of care.

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

Children build warm bonds with the staff team and demonstrate they feel secure by approaching them for a hug, or snuggling up next to them while they share a book together. Each child within the Early Years Foundation Stage has an allocated key person. New children settle well as the key persons take time to get to know them, talking with their parents to ensure that they understand their needs and interests.

Children are well behaved, friendly and very sociable. They know to behave responsibly as discussions are held about the possible consequences of their actions. They are eager to help staff with simple tasks such as tidying up their play materials. The staff act as calm, sensible role models, showing genuine care and respect for all. Children happily share the resources and include others in their play. They learn about how to keep themselves safe and regularly practise the emergency evacuation procedures from the premises.

The provision is welcoming for children with defined areas for them to be busy and active and spaces where they can rest and relax. Comfortable sofas and soft furnishings contribute towards the environment being homely and provide a relaxing area where children can take a nap if they feel tired after their day in school. Toys, games and play materials are easily accessible by children and they are actively encouraged to select their own resources and make decisions in their play. Although there are interesting displays and notices in the play environment, these are largely related to activities undertaken by the host school. The out of school setting currently has limited space to display photographs, pictures and artefacts linked to recent activities. Consequently, this hinders the opportunities for children to view and discuss their efforts and show pride in their achievements.

A healthy lifestyle is encouraged through good hygiene routines and by offering freshly prepared light meals. Children are able to go outdoors and release excess energy after school using the playgrounds or playing fields. The children discuss the food that is good for them as they are encouraged to eat fresh fruit and salad vegetables. The development of social skills, politeness and good table manners are frequently promoted. Children are encouraged to take responsibility for laying and clearing the table at meal times. They are also strongly independent in managing their own personal self-care needs.

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

The setting has robust policies and procedures, which are effectively used to ensure the health and safety of all the children. There are rigorous recruitment procedures and all staff have undergone the necessary background checks through the Criminal Records Bureau. Children are effectively protected because the staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child. Staff are vigilant in supervising children to ensure their safety and are especially conscious of their differing ages and abilities. Risk assessment and daily checks are carried out to minimise any potential hazards. Information is gathered from parents about children's individual medical needs and all staff hold current first aid certificates so they can deal with minor injuries.

Effective management systems ensure that staff are supported in their work. They frequently attend training in order to continue to develop their knowledge and skills. There are efficient measures for monitoring staff performance. This is done formally through annual appraisals, monthly supervision, and also regular spot checks by the senior management of the Chelmsford YMCA. Self-evaluation is continually reviewed and action plans are well targeted to benefit the children. The number of children attending has increased considerably this term, and consequently, there is a waiting list. The setting is expanding into the adjacent building from January 2013 to give children a more spacious learning environment and provide opportunities for activities on a larger scale.

The action and recommendations from the last inspection have been successfully addressed. The staff now ensure that important documents are held on the premises and are easily available for inspection. There are more activities organised where children can explore mathematical problems and numbers. The setting now has access to laptop computers so that children can use technology to support their learning.

Staff foster good relationships with parents and carers, which contribute positively to the well-being of the children. Important information is displayed, there is an informative website and good verbal feedback is given each day. Parents are invited to contribute their ideas and suggestions on questionnaires. They know that their child's key person is available to discuss any care or development concerns. The setting has effectively established the essential links with the early years teaching staff from the school to ensure continuity of care and children's learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are 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

Unique reference number	EY357418
Local authority	Essex
Inspection number	820941
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 17
Total number of places	30
Number of children on roll	28
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	01/11/2011
Telephone number	01245 354873

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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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