

# Chelmsford YMCA @ Chelmer Village

Chelmer Village Hall, Village Square, CHELMSFORD, Essex, CM2 6RF

<b>Inspection date</b>	30/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children feel safe and secure. They have formed close attachments with staff as the key person system improves relationships with the children and their families supporting the children's well-being.
- There is a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves.
- Qualified staff are knowledgeable and aware of how young children learn. They make the most of opportunities to extend children's learning through play, discussion and group activities.

### It is not yet good because

- There is a lack of a quiet, cosy snug, den or space for children to sit comfortably and relax.
- Self-evaluation and monitoring of all aspects of practice to inform continuous improvement are not sufficiently rigorous, and parents and children are not regularly involved in this process.
- Children are not consistently reminded about the importance of hand washing before meals and snack. There is scope to improve the range of resources to help children become more independent when dealing with their personal care needs.

## 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 small hall.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's learning journals.
- The inspector saw evidence of suitability and qualifications of the staff, 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

Lynn A Hartigan

## Full Report

### Information about the setting

Chelmsford YMCA at Chelmer Village was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the village hall in Chelmer Village, Essex, and is managed by a charity. The out of school club serves the local area. It operates from a small hall on the first floor and there is an area

available for outdoor play.

The out of school club employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level three to level six. The out of school club opens Monday to Friday, during school term time. Sessions are from 7.30am until 8.45am and 3.30pm until 6pm. Children attend for a variety of sessions. There are currently eight children attending who are within the early years age group.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- provide areas for children who wish to relax, play quietly or sleep. For example, by creating areas, such as a snug, den or cosy space in which children can sit and chat with friends.

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

- develop the self-evaluation process by effectively identifying clear priorities for improvement and involving the views of parents and children, so that the drive for improvement is strengthened
- improve practice to ensure children understand the importance of good hygiene. For example, by consistently washing hands before eating snacks and meals and by offering children appropriate resources, such as steps to enable them to wash their hands independently. Offer children appropriate utensils, such as serving spoons at meals times.

### **Inspection judgements**

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

Children enjoy a variety of interesting activities in a welcoming environment. There is a sufficient balance of learning opportunities across the seven areas of learning. All staff members understand how children learn and therefore children are provided with a range of activities to support and challenge their development. Consideration is given to initial assessments of children's skills when planning for future activities. Parents are positively encouraged to contribute their knowledge of their child's abilities. For example, parents complete an 'all about me' document with their child. These detail children's skills, likes and dislikes. Parents are encouraged to contribute to their children's learning, as staff regularly discuss children's development with them. Observations are made and recorded

within each child's learning record. These are sufficiently monitored to establish how well children are progressing. Children are happy enthusiastic learners who show the characteristics of effective learning.

Children move around the areas confidently and select games and resources of their choice. The older children help and show the younger children how things work. For example, they play 'the head band' game and children giggle when helping one another fix the bands to their heads. Children cooperate well with each other as they choose pictures for the staff member playing the game. Young children confidently set up the mini snooker table, but older children are on hand to help when needed.

Children are keen learners. For example, they concentrate for some time when making up funny words that they write in books they have made. Children's language development is promoted as they are given ample time to express themselves and staff listen carefully and respond sensitively to children's ideas and news. For example, children sit together at the start of each session and share their news from their day at school. However, there is a lack of a cosy area where children can sit quietly and comfortably to talk to one another, or just relax. Good links have been established with the school that children attend. Appropriate information about the children's development is shared to ensure continuity of care.

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

Children feel settled and secure as staff welcome the children and have formed warm and friendly relationships with them. The key person system is established and children form secure emotional attachments as staff are caring and affectionate. Positive links have been made with the children's school teacher and even very young children settle well from the classroom into the after school care. Therefore, the transition from school to the after school club is smooth and children settle quickly.

Children behave well and know to say 'thank you' and 'please' as good manners are encouraged. They are able to resolve issues themselves but also confidently ask staff for help as required. Children have a respect for one another and are aware of clear boundaries and club rules. There is a friendly and homely atmosphere and children are clearly familiar with the routines and expectations of them.

Staff encourage independence and children are able to take care of their personal needs. They understand the importance of washing hands when they visit the bathroom but they are not consistently encouraged to do so before eating snack so posing a possible risk of cross infection. In addition younger children are not always able to independently wash their hands as they cannot reach the sink. They enjoy a selection of healthy snacks, such as melon chunks and grapes. The menu provided is varied and reflects children's choices and takes into account children's food allergies and dietary needs. Children are able to eat at their own pace as they are not rushed. They are encouraged to help lay the table for tea, so gaining a sense of responsibility. They use placemats and lay out cutlery for their friends. Children are encouraged to make independent choices. For example, they serve themselves salad but are not provided with appropriate utensils and use their hands, so

children's good health is not fully promoted. Children enjoy physical exercise and fresh air as they are able to use the outdoor play area.

Parents spoken to express their complete satisfaction in the care offered to their children. They comment on the supportive staff, relaxed atmosphere and the reliability of the club offering them reassurance whilst at work.

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

Staff have a sound understanding of the learning and development requirements within the revised Early Years Foundation Stage. Each child has a learning journey that documents their development and identifies their next steps in learning. Therefore children are offered sufficient challenge within planned activities, so helping to ensure each child's individual developmental needs are supported.

Children are safe as staff give priority to the security and safety of the premises. Risk assessments completed and evacuation of the premises ensures children can play safely and are aware of what to do in an emergency. Completion of safeguarding training and sound policies underpin practices that help to ensure children's welfare is protected. Staff are aware of the signs to be concerned about in relation to child protection matters, and are fully aware of the procedures to follow should they have any concerns.

Completion of appropriate vetting checks ensures staff are suitable to work with young children and they complete a robust induction programme. Staff are supported by the management and are positively encouraged to complete training and attend workshops wherever possible. The manager is able to discuss areas that would improve children's experiences, such as improving resources within the role play area. However, there is scope to further develop self-evaluation, in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement.

The manager has been pro-active in establishing positive working partnerships with the school staff. This means a smooth transition for the youngest children from the classroom to the club. Information gathered from parents and written parental consent to discuss children's development with the class teacher enables staff to ensure children are happy and to offer continuity of care.

### **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

<b>Unique reference number</b>	EY452459
<b>Local authority</b>	Essex
<b>Inspection number</b>	811995

<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	22
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Chelmsford Y.M.C.A. (Trading) Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01245466313

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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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