

YMCA Winchester House Day Nursery, Pre-School & Daycamps

Winchester House, Sandown Road, Shanklin, Isle of Wight, PO37 6HU

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| Inspection date | 24/05/2013 |
| Previous inspection date | 04/06/2010 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| 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

- The staff team implement effective safeguarding and child protection procedures to promote the children's welfare successfully.
- Staff implement early intervention programmes effectively to support and promote the children's communication and language skills.
- Children have many opportunities to express themselves creatively.
- All children make good progress from their starting points.
- Partnerships with parents are strong and staff share and encourage the two-way flow of information to ensure they meet individual children's needs.

It is not yet outstanding because

- Staff do not always organise the outside play area effectively to promote the children's outdoor learning experiences, particularly in literacy and mathematics.
- Systems are not fully in place to provide continuity and ensure all children are fully challenged in their learning when key people leave the setting.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time observing practice both indoors and outside.
- The inspector spoke with the manager, the area manager, the staff team, the children and parents at appropriate times throughout the inspection.
- The inspector analysed samples of the children's learning journeys, planning documentation, and a selection of the setting's policies and procedures.

Inspector

Lisa Cupples

Full Report

Information about the setting

The YMCA organisation has been registered to operate at these premises since 2006. In 2010 they extended the range of provisions they offer and changed their name to YMCA Winchester House Pre-school, Nursery and Day Camps. It is managed by the YMCA organisation which has charitable status, and operates from within the premises of the YMCA at Winchester House in Shanklin on the Isle of Wight. There are gardens available for outdoor play and the premises are fully accessible.

The Pre-School and Nursery are registered on the Early Years Register only. There are currently 53 children in the early years age group on roll. The nursery and pre-school are open each weekday from 7.30am to 6pm for 51 weeks of the year. The Day Camps are registered on the Early Years Register and the both compulsory and voluntary parts of the Childcare Register. The number of children on roll varies during each holiday period. The day camps are open each weekday from 8am to 6pm during school holiday periods only.

The organisation employs a manager who is qualified to degree level. In addition, there are nine staff employed to work directly with the children. All staff are suitably qualified in childcare.

What the setting needs to do to improve further

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

- further develop the use of the outside play area to enrich the children's learning experiences to fully promote the children's literacy and mathematics skills in a variety of ways

- strengthen aspects of the key person system to provide continuity in assessment of children's learning during changes of key person and staff.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage framework and a clear knowledge of the seven areas of learning. The quality of practice is consistent and as a result, all children are making good progress in relation to their starting points on entry. Staff support the children's learning and development effectively because they take account of children's stages of development and their individual needs and interests.

Overall, staff spend time observing what the children can do, and identify their next learning steps. Staff use this information, in conjunction with contributions from parents to plan purposeful activities and the short-term curriculum. This helps to ensure they meet children's individual needs. However, some children are not always fully supported or challenged when key people leave the setting. This is because systems are not fully in place to ensure staff monitor all key groups of children effectively during the staff changeover period. As a result, children's records are not all up to date with details of their next learning steps to support children's individual learning needs at this time.

Staff respond well to the children, actively listening to them and participating in their activities and conversations. Staff make the most of incidental opportunities to extend the children's learning by asking open-ended questions and encouraging the children to become active learners and critical thinkers. For example, when children are completing activities such as making hedgehogs using playdough, the staff encourage them to think about what they are trying to achieve. Staff talk through the best options about how children can make the spines and ways of reaching their goals. This enables children to develop good speaking and listening skills while promoting their problem solving abilities effectively.

Overall, children enjoy a well-resourced play and learning environment, which promotes their independence and decision-making skills successfully. Children choose activities throughout the day and freely use the wide variety of resources that are clearly labelled and stored at a low-level indoors. Children use programmable toys and resources with ease to extend their interest in technology. Younger children confidently push buttons and smile as the electronic toys light up and make sounds. All children are developing a good understanding of the wider world as they explore natural resources and celebrate a range of cultural festivals. However, there are not always resources available outside to fully promote the children's literacy and mathematics skills. For example, staff do not provide any outdoor labelling, text, numbers, colours or shapes to enhance the children's outside learning opportunities. Children have many opportunities to express themselves creatively as they use a wide range of media for art work, enjoy role-playing in the home corner and take part in musical movement activities. Babies and young children explore different textures, such as a corn flour mixture, using all of their senses. Staff actively encourage the babies and young children to try new things as they investigate the world around them, exploring their senses using materials in treasure baskets as they begin to make associations. Older children confidently match actions to rhymes and have a large repertoire of songs. Children's communication and language skills are developing well. Staff introduce new vocabulary at every opportunity and successfully implement early intervention language programmes to support all children's speech and language. Children use their imaginations well during role play. They negotiate roles and characters and develop their own storylines as they take the dolls shopping. All children enjoy story time because staff bring the stories to life using character voices and involving the children in the stories. This develops the children's understanding that text has meaning.

Parents are fully involved with their children's learning from the moment they register with the setting. Key people spend time with the parents gathering information about the children's learning, development and welfare as soon as the children register at the setting. This enables staff to track the children's progress accurately because they have

detailed information about their starting points. Parents have access to their children's records and are able to discuss their children's progress and make written contributions to their children's records. Parents are able to extend their children's learning at home because staff share information routinely about what they are working towards with the children and provide examples, ideas and activities to support the children's learning at home.

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

All children are happy and settled during their time at the setting because the staff team get to know the children and the families well. This enables staff to meet the children's individual needs well. Parents share a wide range of information about their children's welfare needs, their learning and development and their individual daily routines. Staff promote the children's personal, social and emotional development well and this results in children demonstrating good levels of self-confidence and self-esteem. The children express themselves and openly share their thoughts and ideas with staff and other children. Staff manage children's behaviour well. They have clear expectations and children know exactly what is expected of them because the safety rules and boundaries are implemented consistently across the staff team. Children learn the importance of keeping themselves safe through activities and discussion. For example, staff talk with the children about putting on hats to protect their heads in the sun. Children are aware of routine safety rules, such as not running inside the playrooms and using tools and resources carefully. All children and staff practise regular fire drills to ensure they can implement the evacuation procedures quickly and safely in the event of an emergency.

Children are developing a good understanding of healthy eating and lifestyles through discussion and daily routines. Children talk about the types of food that are good for them at snack time, as they choose from a variety of fresh fruit. All children are polite and use their manners well. For example, when asked if they would like some more fruit the children say 'no thank you' or 'yes please'. Children have many opportunities to practise their physical skills as they ride wheeled toys, play racing games and learn to move with control and coordination during musical movement. Children recognise when they are hot and take their own coats off or get a drink from the freely available fresh drinking water.

Staff have strong links with local schools to help ensure children's move to school is smooth. Systems are also in place and implemented well to make sure children move to the next age group room in the setting with ease and at a time that is right for them. Staff keep parents fully informed about this part of their care and prepare the children and parents for the changes. Children regularly spend time with children in different age groups so they are familiar with the routines and the staff team. As a result, children are gaining the skills, dispositions and attitudes they need to be ready for school or their next stage of learning.

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

The setting's procedures for safeguarding and child protection are comprehensive and effective. All staff have attended safeguarding training and they all know how to implement the procedures to promote the welfare of the children in their care. The organisation has a central safeguarding team to offer support and advice to all staff and procedures include a whistle blowing policy. The management team display the Local Safeguarding Children's Board contact details and procedures all around the setting for staff, parents' and visitors' information. Staff discuss all safeguarding policies with parents to make sure they are fully aware of the setting's child protection responsibilities. All children benefit from a very safe and secure environment because all staff are vigilant and take steps to minimise any potential risks to children. For example, staff clean up any spillages immediately to prevent any slips. Full written risk assessments are carried out covering all areas the children come into contact with. The management team implement robust and rigorous recruitment and vetting systems consistently to ensure all adults in the nursery are suitable to work with children. Visitors are required to ring the bell to gain access to the entrance foyer and must show their identification and sign in the visitors' log.

The setting has made good progress since the last inspection and all the previous inspection recommendations have been addressed in full. For example, staff ensure that as part of the daily checks the gate in the garden is locked to provide a secure outside play area and the internal doors have been made safe. The nursery uses a comprehensive self-evaluation tool to identify any strengths and areas for development. As a result of the robust self-evaluation some improvements have been made to the outside area. For example, children now have the opportunity to dig and plant in the raised beds. In addition, management have adapted the use of the base rooms to enable younger children to mix with children in other age groups to develop their self-confidence from an early age. All staff and parents are involved in the evaluation process to develop the setting and improve the outcomes for children.

The setting has strong links with a variety of external agencies to ensure all children's individual needs are met in the best possible way. The special needs coordinator is very knowledgeable and works very closely in partnership with the parents to address any concerns. She implements individual strategies, agreed with parents to maintain a consistent approach both at home and in the setting for the children.

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 |
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|-------|-----------|-------------|

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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 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 action. 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

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| Unique reference number | EY337340 |
| Local authority | Isle of Wight |
| Inspection number | 914742 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 56 |
| Number of children on roll | 53 |
| Name of provider | YMCA Fairthorne Group |
| Date of previous inspection | 04/06/2010 |
| Telephone number | 01983 862441 |

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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, which are usually the childminder's 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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Piccadilly Gate
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