

# YMCA Sutton Coldfield Playscheme

George Williams House, St. Bernards Road, Sutton Coldfield, West Midlands, B72 1LE

<b>Inspection date</b>	30/07/2013
Previous inspection date	03/08/2009

<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		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 benefit from a good range of indoor and outdoor experiences which are appropriate to their age and stage of development. This means that they have fun and learn through play.
- Children learn consideration for others and confidence around children with special educational needs and/or disabilities. They have access to a range of activities and play opportunities which reflect diversity and acknowledge cultural differences.
- Staff are effectively deployed and provide clear guidance about what is acceptable behaviour. They are good role models and, as a result, children behave well and are happy and secure in their care.
- Parents have access to a good range of policies and procedures, which ensures that they are fully informed of the setting.

### It is not yet outstanding because

- There is scope to improve the range of outdoor toys and resources to enable younger children to move their bodies in different ways, for example, by using a range of equipment, such as wheeled toys, tunnels and climbing equipment.
- There is room to develop the self-evaluation to better involve parents in helping to further support long-term achievements and good provision for children.

## 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 spoke to management and staff at appropriate times and looked at a selection of policies, procedures and children's records.
- The inspector chatted with children during their activities.
- The inspector conducted a tour of the inside and outside of the premises, and viewed the equipment and resources available for the children.
- The inspector took account of the views of parents spoken to on the day of inspection and children's comments received.

## Inspector

Karen Cooper

## Full Report

### Information about the setting

YMCA Sutton Coldfield Playscheme opened in 1999 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from several rooms on the ground floor of the YMCA Hostel and from the ground floor of an adjacent building, and is located close to the centre of Sutton Coldfield in Birmingham. The setting serves the local and surrounding areas. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday, during school holidays. Sessions are from 8.15 until 5.45pm. Children attend for a variety of sessions. There are currently 56 children on roll, of whom five are in the early years age group. The setting supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting employs 18 members of staff. Of these, one holds Qualified Teacher Status, 13 hold appropriate early years and playwork qualifications at level 3 and higher, and four are working towards a recognised qualification.

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

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

- increase the range of outdoor resources to fully support children's all-round development
- enhance self-evaluation to better incorporate the views of parents, in order to help monitor and evaluate the well-focused improvement plans.

## Inspection judgements

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

Children are happy and keen to join in with the activities. They have access to a variety of age-appropriate toys and resources, and are encouraged to make choices about their play. Staff demonstrate that they know the children well, and plan a good range of play opportunities to help promote children's progress across all areas of learning. This ensures children remain interested and have fun. Staff observe children during their play and use the information gathered to inform future plans. They regularly evaluate the planning of activities and children's progress and act on the findings in order to maximise learning

opportunities. As a result, children are acquiring the skills for the next steps in their learning. Children's learning journey records are available for parents to view. This means that parents are fully informed of the activities that their children join in, and enables them to support their child's learning at home.

Children enjoy involving staff in their play and have lots of fun playing card games, particularly 'snap'. They show their delight when they match the correct cards to win the game. As a result, children are helped to concentrate for long periods of time and develop their simple problem-solving skills. Children enjoy joining in organised activities, such as throwing, catching and kicking games. These opportunities encourage children to play with one another, to share and to take turns. Staff praise the children for their efforts. This helps them to feel valued and develops their personal, social and emotional development. Children have good opportunities to play outdoors and join in with physical play. However, there is scope to improve the range of outdoor resources to enable children to move their bodies in different ways.

Through the daily routine, children's mathematical skills are well promoted. For example, children are encouraged to count out loud as they count the dots on the dice during large floor games. They have great fun comparing heights as they attempt to build towers taller than themselves. Displays around the setting encourage children to see colour and numbers in prints. Children have access to a good range of books and enjoy relaxing on soft cushions in an area which appeals to them. Younger children are encouraged to practise making marks in a variety of ways, such as, chalking, drawing and colouring. This means that children develop their literacy skills.

Good opportunities are provided for children to enrich their creativity. For example, they enjoy cooking, painting and role play. They eagerly join in activities, making bread, fruit drinks and jam tarts. They have great fun using their imagination as they use large cardboard boxes as a house and a horse. They enjoy discussing their own and others' creative ideas and are guided well by staff who encourage them to observe, express their thoughts and develop their communication and language skills.

Children are helped to consider and value each other's backgrounds. They have access to a range of resources including books, puzzles and role play, and join in planned activities which portray positive images of diversity and acknowledge cultural differences. This supports their understanding of the world they live in.

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

Children benefit from a welcoming environment where they can explore in safety. They confidently move around the available space, and toys and resources are organised effectively to encourage children to make choices about their play. This helps them to play an active role in their learning. Staff are well deployed to ensure ratios are met and younger children are grouped effectively with a key person. As a result, children enjoy high levels of attention. Staff go to a great deal of effort to ensure the individual needs of all the children in their care are met. They provide a fully inclusive service and all children are welcomed at the setting. Parents are requested to complete an information form at

the start of the programme, which includes useful information about their children's interests, abilities and individual needs. As a consequence, children benefit from continuity in their care and learning to support them to make the transition between home and the setting.

Staff listen to what the children have to say. They join in with their play and are interested in what they are doing. As a consequence, children respond well to staff and have established good relationships. Children are reminded of the setting's rules, and the staff provide clear guidance about what is acceptable behaviour. They are good role models and lead by example and encourage children to use kind hands and mouths, to share and to take turns. They frequently offer children praise and encouragement for the efforts and achievements. This helps to promote children's self-esteem.

Children learn about fire safety and know the procedure for evacuation in an emergency, which the staff regularly practise with them. Through effective daily routines, such as hand washing, children learn about good hygiene practices. Food provided by parents is stored appropriately to ensure children's well-being is promoted. For example, parents are reminded to provide an ice pack in their children's lunch boxes during the warmer months of the year.

Fresh drinks are available at all times. Staff are aware of each child's individual dietary needs and ensure these are met. Children benefit from a range of activities outside the setting. They visit the local parks, cinema, zoo and soft play centre and enjoy dancing to music. They frequently join in active sports, such as football, tennis, volleyball and rounders. As a result, children are helped to understand that exercise keeps them healthy.

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

Management ensure that the safeguarding policy is implemented throughout the setting. As a result, staff demonstrate that they have a good knowledge of the possible signs and symptoms of abuse and the procedures to follow if they have any concerns. Robust vetting and recruitment systems ensure staff are suitable to work with the children. All staff attend regular training to update their knowledge, which includes first aid and safeguarding. They have a good awareness of security and carry out daily safety checks on the premises to ensure that children are safe and secure. Staff ensure children cannot leave the premises unsupervised and that there can be no unauthorised access to children. There are clear procedures to ensure children are collected only by authorised people, and information with regard to legal parental responsibility is obtained at registration. This protects children safety.

The management team are keen to continually improve their practice so that the best quality care and learning for children is provided. Staff work well together and, as a result, a happy atmosphere is created for children. Staff are monitored effectively and have regular meetings to discuss their training needs and practice issues. They demonstrate a good understanding of the welfare, learning and development requirements. As a consequence, they have addressed the recommendations from the previous inspection by

further improving observation, planning and safeguarding procedures. Staff demonstrate clear ideas how to drive the setting forward, and regularly reflect and evaluate their practice to help identify areas for improvement. However, there is scope to develop the self-evaluation to better involve parents in helping to further support long-term achievements and good outcomes for children.

Positive partnerships have been established with parents. It is evident from discussions with parents that they are happy and value the service provided. For example, one parent stated that 'staff are fantastic' and that all three of her children have 'loved attending the setting'. An effective two-way flow of information is maintained with parents to ensure that they are fully informed of their child's daily activities. Policies and procedures are frequently reviewed and children's personal records are stored appropriately to ensure confidentiality is maintained. The staff recognise the importance of working in partnership with other early years providers. They have established effective links with the local pre-school, schools and other early years professionals in order to ensure continuity and consistency in children's care and 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 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

<b>Unique reference number</b>	229052
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	905958
<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>	32
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Sutton Coldfield YMCA
<b>Date of previous inspection</b>	03/08/2009
<b>Telephone number</b>	0121 354 5614

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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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