

Chelmsford YMCA Out Of School club @ Writtle

Writtle Junior School, Margareting Road, Writtle, Essex, CM1 3HG

Inspection date	07/10/2013
Previous inspection date	08/12/2008

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

- Children are confident and independent, happily engaging in play with their peers and older children. This is due to strong levels of deployment and interaction from staff.
- Children develop a good understanding of healthy lifestyles through regular outdoor play, very healthy choices of food and good hygiene practices.
- Staff have very positive partnerships with parents and schools, resulting in high levels of consistency for children.
- A dedicated and long serving staff team, who are committed to training and further development, provide continuity for children and their families.

It is not yet outstanding because

- Sometimes staff do not actively recognise when children show little interest in pre-selected activities and occasionally do not always engage children in discussions about the changes they would like to make.

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 both indoors and outdoors, observing children's play and learning
- The inspector interacted with all staff and children present during the inspection
- The inspector carried out a joint observation with the manager in the outdoor area.
- The inspector sampled documentation that promotes children's welfare and safeguarding as well as learning and development.
- The inspector spoke to several parents during the inspection.

Inspector

Claire Parnell

Full Report

Information about the setting

Chelmsford YMCA Out of School Club @ Writtle was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Writtle Junior School in Chelmsford, Essex and is managed by the YMCA. The club serves the local infant and junior school and is accessible to all children. It operates from a room adjacent to classrooms and school hall and there is a fully enclosed area available for outdoor play.

The club employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3. The club opens Monday to Friday, all year round. Sessions are from 7.30am until 8.50am and 3.15pm until 6pm. Children attend for a variety of sessions. There are currently five children attending, who are in the early years age group. The club supports children with special educational needs and/or disabilities as well as those with 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:

- evaluate the effectiveness of pre-selected activities throughout the session and encourage children to comment on the changes they would like made.

Inspection judgements

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

Children are progressing well in all seven areas of learning due to the well planned environment for both indoors and outdoors play. Children engage in interesting and challenging experiences, deciding where to play and what with. There is a strong emphasis on child-led play but this is highly supported through positive interaction from all staff working with children. Staff show a secure knowledge of how children learn and provide a wide range of resources that are linked to children's interests and developmental stages. However, on occasions, some activities are pre-selected, which means children's interest is not captured as well as possible and they do not always comment on changes they would like.

Children demonstrate enthusiastic communication skills. They confidently talk through their play, engaging their peers and adults in conversations. Staff use effective questions

to extend children's thinking and speaking. Children discuss social activities, such as snack time where they listen to instructions on how to make fruit kebabs and carry out the instructions carefully. They are developing the skills of listening and responding to other children's conversations, confidently informing others of their experiences and interests. Staff cleverly introduce new ideas into their activities by asking simple but effective questions. Children's responses demonstrate their creativity and imagination by inventing different coloured fruit that live in obscure places.

Children have a developing understanding of words and letters. They write their names on their 'all about me' book, informing staff of their interests and preferences. Staff use this well to inform the planning of their next stages of development. Some children show great delight in writing the letters of their name in mid-air, sounding out the letters for each one.

The key person system works well to support children's learning. Staff get to know children and their families well through the information gained from both parents and children alike. This is used as an initial starting point to plan activities and experiences that support each child's learning and development. Children's achievements are observed by all staff and are used to monitor their development in all seven areas of learning. This successfully provides staff with the information they need to challenge and support children throughout their time at the club. The planning of each session is flexible to allow children's interests to inform the next day's activities.

The club strives to work alongside the school to support children's formal education. Good systems are in place to support children with special educational needs and/or disabilities as well as those with English as an additional language. Staff demonstrate a clear understanding of the resources and space required to support each child's individual needs. For example, staff talk about providing books of dual languages, refer to lists of key words in a child's home language and support language through gestures and expressions.

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

Children's understanding of how to promote a healthy lifestyle is clearly established. They relish the outdoor experiences with great excitement and enthusiasm. Staff make sure children have a choice as to play inside and outside throughout the session. Children explore the outside area, using confidence to climb and tackle challenging physical equipment. Staff support children well. They encourage children with advanced skills to use more complex equipment, whereas less confident and less able children are encouraged to try simpler challenging equipment for their ability. For example, staff take two younger children to the climbing tail at the far side of the playground and talk them through balancing and stepping from one tyre to another. More confident children explore higher and more challenging equipment, such as climbing walls and monkey bars. They are beginning to show a greater understanding of keeping themselves and others safe by asking others to move out of their way before jumping down safely to the ground. Children use the outdoor space to create imaginative games, extending their creative flair

in their play.

Children have access to a very good range of healthy foods and drinks. At snack time, they help prepare their own fruit. Staff introduce tools and resources to make fruit kebabs. Not only does this introduce conversations about healthy foods but also promotes children's understanding of using equipment safely. Children pour their own drinks and decide when and how much to eat. At teatime, children make healthy decisions about fillings for their pitta bread, spreading this themselves. Staff are on hand throughout this time to talk young children through self-help skills, such as, spooning foods, cutting breads and pouring drinks. Therefore, building their confidence to become more independent at mealtimes.

Positive hygiene procedures are highly promoted throughout the session. Children know what they must do before snack and teatime and enthusiastically go to the bathroom to wash their hands, proudly displaying clean hands to staff as they sit down. Children are reminded by older children to use separate knives for different foods, acting as positive role models for their younger friends. Children's behaviour is good. They use good manners and appreciate each other's ideas and company. They support each other well by helping to carry out tasks successfully, such as tidying up. Staff provide high levels of positive recognition through hugs, claps and praise, which helps to promote children's self-esteem and confidence. An effective key person system ensures that good information is taken from parents to ensure all children's needs are met. Key persons also ensure children's transitions to school are well supported.

Equality and diversity is promoted well in the club. Children's backgrounds are celebrated and positively recognised through the daily discussions and resources that they play with. Children have access to many resources, such as craft materials. For example, children draw themselves using crayons that represent their skin colour and then change to other skin tones to represent others.

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

The leadership and management is good. The manager and staff have a, generally, clear understanding of how to provide a wide and exciting educational programme that promotes all areas of learning. The procedures for safeguarding children are promoted well throughout the session by all staff working with children. Thorough risk assessments are carried out to ensure hazards are removed and action taken to make the inside and outside environment safe for children. Staff are effectively deployed around both environments to provide children with the freedom to explore but under robust supervision to keep children safe and secure. Staff have a competent knowledge of the procedures to follow should they have concerns about a child in their care. Written and regularly updated policies and procedures that promote all aspects of safeguarding are displayed and available to both staff and parents at all times. For example, information about how to contact Ofsted regarding concerns is displayed on the parents' noticeboard at all times.

Records to promote children's welfare are carefully and confidentially documented. For example, children's attendance is recorded on arrival and departure to show exactly how many children are attending the club at any given time. The club have a strong system in place to support staff's ongoing development and training needs. This is identified through informal meetings at the beginning and end of each session, as well as formal appraisals. Staff access numerous training courses throughout the year and update specific qualifications, such as paediatric first aid.

The self-evaluation system demonstrates strong commitment to continuously improving the experiences for children. Areas for development are identified and training is sought for individuals or the staff team. Staff work extremely well together and are well established, working together for many years. Therefore, children experience a well gelled support system, offering continuity within the club. The club's effectiveness is evaluated on a formal basis regularly through a self-evaluation system.

The partnership with parents and the two schools are good. Staff communicate well with teachers when collecting or handing children over to them, making sure messages to and from parents are relayed professionally. Parents make very positive comments about the staff team and their reassurance about how well their children are cared for. Some parents are well established and benefit from the long-term relationships they have with staff for consistent approaches from school, the club and home. Parents have access to a wide range of displayed, pictorial and verbal information from parents that is accessible all the time.

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

Unique reference number	EY381435
Local authority	Essex
Inspection number	878837
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	5
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	08/12/2008
Telephone number	01245354873

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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
Store St
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M1 2WD

T: 0300 123 4234
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