

# YMCA Childcare - Middleton

Middleton School, Harrow Road, NOTTINGHAM, NG8 1FG

## Inspection date

Previous inspection date

05/03/2014

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

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

4

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

4

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

4

## The quality and standards of the early years provision

### This provision is inadequate

- Children's safety is compromised because Ofsted has not been notified of the change in manager.
- Risk assessment is insufficient and record keeping is not good enough to ensure children's safety is maintained.
- Relevant information about children's learning and development is not shared with the host school, so staff do not have clear information on which to base their future planning and to build on what children are learning in school.
- Children do not have an allocated key person. As a result, children and parents do not have an opportunity to develop strong bonds with a specific individual, in order to meet children's needs effectively.
- The quality of the provision is not monitored sufficiently to identify weaknesses in practice or to support staff to improve their knowledge and skills in delivering the educational programmes.

### It has the following strengths

- Practitioners are kind and caring towards children, which results in them feeling secure while having fun as they play in the setting.
- Children benefit from the fresh air, exercise and healthy snacks provided by practitioners to enhance children's well-being.

## 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 with the manager, practitioners, nominated person and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector discussed observations of activities with the manager throughout the inspection.
- The inspector sampled a selection of documentation, such as, safeguarding and complaints records and sampled policies and procedures, children's personal records, planning documentation, attendance records and accident records.

## Inspector

Judith Rayner

## **Full report**

### **Information about the setting**

YMCA Childcare-Middleton was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a dedicated room within Middleton School grounds. The club serves the school and is accessible to all children. Children also use the main hall of the school and surrounding grassed areas and school playing field for outdoor play. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two hold other childcare qualifications. The club opens Monday to Friday term time only. Sessions are from 7.45am to 8.45am and 3.30pm to 5.45pm. Children attend for a variety of sessions. There are currently 86 children attending of whom, six are in the early years age group. It supports a number of children who speak English as an additional language.

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

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

- ensure records are easily accessible and available for inspection, with particular regard to practitioners qualifications, personal details and suitability checks
- ensure robustly written records of children's accidents are maintained and that parents are informed of such accidents
- ensure a daily record of children's attendance is maintained and the name of each child's key person is recorded
- ensure all spaces and equipment used by children are fit for purpose and a rigorous programme of risk assessment is implemented to clearly identify aspects of the environment that need to be checked regularly and identify how any risk will be removed or minimised
- monitor closely the quality of the provision to ensure that all practitioner receive a robust induction and sufficient support, coaching and training in order to have a clear understanding of their roles and responsibilities and to ensure that the requirements of the Statutory framework for the Early Years Foundation Stage are consistently met
- allocate each child a key person and notify parents of who their child's key person is in order to strengthen the support for children's care and learning.

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

- improve the links with the host school to clearly identify children's targets or next steps to enable practitioners to plan relevant activities to further support children's individual progress.

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

Practitioners are not confident and knowledgeable about the seven areas of learning and are not secure in their understanding of effective teaching skills to complement children's individual learning. Some information is gathered from parents when they start, which helps practitioners in planning play activities. However, links with the host school are not embedded and as a consequence, practitioners do not have relevant information to help them plan and provide activities pertinent to individual children to support them in their

next steps and targets. Practitioners do not securely track children's progress. As a result, the monitoring of children's progress and planning for their next steps in their learning and development are not sufficiently robust to ensure that children make good progress. Practitioners share with parents' information about the activities that their children have been involved in and how they have enjoyed the session. This keeps parents informed of some of their child's interests and provides further ideas to continue to support their child's learning at home.

Children enjoy making marks using pens, crayons and paper. They are beginning to form clearly identifiable letters and shapes as they practise their literacy and physical skills. Children also enjoy the company of practitioners. They interact with practitioners engaging in conversation about home events and what they have done at school, particularly during card and table-top games, which supports some of their communication and language skills. However, because the teaching skills are variable there are opportunities missed to enhance and engage children further in developing their language skills. Outside, children run confidently over the grass using hoops and skipping ropes to practice control and develop their physical skills. Again, practitioners oversee the activity but lack the teaching skills to enhance children's physical skills further. Children also enjoy playing with older children during imaginative role-play games and show some good levels of confidence as they choose their preferred character. Football is a great hit as they run around kicking the ball and learning to participate in a team game. They follow instructions well and enjoy the friendships with the older children. Practitioners overall role is limited to a supervisory one, rather than offering effective teaching and learning opportunities for building on children's progress.

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

Due to the practitioner's lack of understanding of key aspects of safeguarding practice, children's overall well-being is compromised. However, children are happy and settled in the club. They enjoy their time there and behave well both inside and outside. They have good self-esteem and are familiar with the routines and expectations. For example, when they first arrive they know to sit on the floor and wait for their name to be called before starting to play. Children make independent choices, such as, to play indoors or outdoors or to eat. Toys are presented in various ways, such as on the floor in boxes or on tables. The tables, however, are too big for younger children and restricts children from safely using toys and activities of their choice. The environment and toys are in a suitable state of repair, clean and well maintained. Children learn about some aspects of safety in their play. For example, they know to inform practitioners when they move from one activity to another in the outside area and not to go near the outside gate. However, they are not learning about keeping safe inside because practitioners do not secure the main door, which means that children can leave the building without adult supervision or uninvited visitors can gain entry.

Children thoroughly enjoy being outside. They benefit from the fresh air while exercising and attempt more challenging apparatus on the 'trim trail'. Children understand the importance of washing their hands and do this routinely before they eat and after they have been playing outside. This helps promote children's health well and prevents the

spread of infection. Children also enjoy the snacks, which offer good choices of healthy and well-balanced meals. For example, children independently choose from a wide range of raw vegetables and fruit, pitta bread and bread sticks and a choice of drink. This activity is supervised well by practitioners who promote healthy eating appropriately in accordance with children's individual diets, as discussed with parents and children.

Parents are encouraged to spend time in the setting to help their children settle. Practitioners seek information from parents about their child's care needs before they start. Practitioners also pass on any relevant information from school to parents verbally. There is no designated key person for children in the early years age group. This is a breach of requirements and means that families are not given the best possible support and children do not have opportunities to develop a strong bond with a particular individual. However, practitioners do share some verbal information with parents about how their child has been during each session.

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

Children's safety is compromised because the provider has not notified Ofsted of the change in manager. This is an offence, and means that Ofsted have not been able to complete all necessary suitability checks. Furthermore, some required documentation is not in place, available for inspection or maintained appropriately. For example, evidence of suitability, practitioner's personal details and evidence of appropriate qualifications including paediatric first aid certificates are not available for inspection. Additionally, practitioners have failed to obtain parents' signatures and to inform them appropriately when their child has had an accident. Children's attendance is not accurately recorded because practitioners do not always note what time children are collected by their parents or carers. Risk assessments are not robust because practitioners have not identified all hazards to children. For example, children are able to leave the premises without adult supervision and younger children are at risk because some of the furniture used at the club is too big for them and does not meet their needs. These are breaches in the requirements of the Statutory framework for the Early Years Foundation Stage. This also means that legal requirements for both parts of the Childcare Register are not met.

Practitioners have some understanding of their roles and responsibilities to safeguard children should they have any concerns regarding their welfare. They are familiar with the written safeguarding policy and procedure and are confident to make a referral and notify the appropriate agencies, when necessary. Children are closely supervised outside. Practitioners communicate with one another when children want to change activities because all practitioners oversee the transitional time to ensure children are safe and monitored. Children receive appropriate levels of supervision as the manager ensures that suitable ratios are maintained. An adequate range of written policies, procedures and records generally underpin the running of the service that the club provides. For example, a complaints policy is shared with parents so they know what to do should they have any concerns regarding the service offered.

The induction of practitioners is not sufficiently robust to ensure that all staff are familiar

with their roles and responsibility. For example, the new manager has not been supported and monitored sufficiently to ensure that she is able to fulfil all aspects of her role and fully meet the requirements of the Statutory framework for the Early Years Foundation Stage. The quality of teaching and the educational programmes are not monitored sufficiently, and staff do not have a good understanding of the learning and development requirements, which means that children's experiences and progress are varied, and are not as good as they might otherwise be. However, the manager and practitioners monitor how children play with activities and what they enjoy. They provide some suitable toys and resources for children to play with, which are generally age appropriate and safe. Parents say that they are happy with the service that is offered and find the practitioners approachable and friendly.

Practitioners value parents' suggestions and encourage them to share their ideas and thoughts about how to make improvements. Children are also actively involved in making decisions. For example, they help to plan some activities that they would like to take part in. There is some evidence of partnership working, as staff speak to the school about children's care needs and take steps to use this information to promote children's well-being.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure a daily record is maintained of children looked after and their hours of attendance (compulsory part of the Childcare Register)
- ensure effective systems are in place to evidence the suitability of any person caring for, or in regular contact with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure a record of the name, home address and telephone number of every person living or working on the premises on which the childcare is provided is maintained (compulsory part of the Childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure risk assessments are undertaken of the premises and equipment and take action to minimise identified risks (compulsory part of the Childcare Register)
- ensure a daily record is maintained of children looked after and their hours of attendance (voluntary part of the Childcare Register)

- ensure effective systems are in place to evidence the suitability of any person caring for, or in regular contact with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure a record of the name, home address and telephone number of every person living or working on the premises on which the childcare is provided is maintained (voluntary part of the Childcare Register)
- ensure that the premises and equipment used for the purpose of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure risk assessments are undertaken of the premises and equipment and take action to minimise identified risks (voluntary part of the Childcare Register).



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY468606
<b>Local authority</b>	Nottingham City
<b>Inspection number</b>	937316
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	28
<b>Number of children on roll</b>	86
<b>Name of provider</b>	Nottinghamshire YMCA
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01159153261

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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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