

Chelmsford YMCA @ Trinity Road

Trinity Road Primary School, Trinity Road, CHELMSFORD, CM2 6HS

Inspection date	14/08/2014
Previous inspection date	16/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 requires improvement

- Children are well protected and cared for because staff have a good understanding of their responsibilities for safeguarding children in their care.
- Children are happy and enjoy their time at the club.
- Staff plan and provide a wide range of interesting learning and play opportunities through themed weeks, visits and visitors to the club. This enriches children's understanding of the wider world.
- Children are very well behaved because staff have high expectations and children know what is expected of them.

It is not yet good because

- The key-person system is not yet in place. This inhibits the sharing of information because parents, carers and children do not have a known member of staff to establish a close relationship with.
- Some members of staff do not consistently use questioning to challenge and extend children's thinking and communication skills.
- The process of self-evaluation is not yet fully embedded. As a result, managers do not consistently plan challenging targets for improvement.

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 held meetings with the managers and spoke to staff and children.
- The inspector observed children at play and during activities both indoors and outdoors.
- The inspector sampled the club's documentation.
- The inspector spoke to parents available on the day of the inspection.

Inspector

Vicky Turner

Full report

Information about the setting

Chelmsford YMCA @ Trinity Road was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is one of eight settings run by Chelmsford YMCA (Trading) Limited. It is situated in Trinity Primary School in the Chelmsford area of Essex and is managed by a childcare manager. The club serves the local area and is accessible to all children. It operates from two connecting classrooms, the library and the school hall. Children use the school's playgrounds and the playing fields for outdoor play. The club employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The club opens Monday to Friday during the school holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The club also runs an out-of-school club five days a week during term time. Opening times are from 3pm to 6pm. There are currently 67 children on roll, of whom four are in 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:

- establish an appropriate key-person system, in order to effectively support children's learning, development and welfare needs.

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

- improve the quality and consistency of questioning by all staff to extend and challenge children's thinking and communication skills
- embed the self-evaluation process to ensure a more rigorous monitoring process in which sharp targets are set, in order to drive continuous improvement to support better outcomes for the children.

Inspection judgements

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

Staff have a sound knowledge of the requirements of the Early Years Foundation Stage. They provide a wide range of interesting activities and good opportunities for free play that engage the children. Staff observe and record children's involvement and progress in activities and share this verbally with parents. Children's learning journey records include examples of their work, photographic evidence and staff observations of what children can do. These are shared with other settings that the children attend. Themed weeks offer

good opportunities for children to experience a wide range of activities that promote their communication and language, physical skills and their understanding of the world. For example, children followed the Commonwealth Games and found out about different commonwealth countries. They experiment with colour, visit the science museum and talk excitedly about the bubble machine.

The club is well equipped with a wide range of interesting and suitable resources, which are accessible to all the children. Children happily engage in a wide range of self-chosen activities. For example, table top games, construction, small world toys and computer games. Most members of staff generally model and extend children's language and communication well. However, some staff do not consistently use questioning to extend and challenge children's thinking and language and communication skills. Children engage in role-play activities, such as hairdressing and shopping activities, which provide opportunities to use language in real-life situations. Staff sensitively join in children's play, fitting in with children's existing play ideas but do not always seize opportunities to feed in new vocabulary and challenge their thinking. Children sort and select dresses for the dolls to attend a wedding. They enjoy reading books with their friends in the cosy book area or sharing a book with a member of staff. Children enjoy story sessions at the local library and borrow books to take home. They are also able to use the library computers and are well supervised during those sessions. Children write their names on their work and link letters to sounds as they share books with staff. Shopping and cooking activities and board games develop children's mathematical skills. They explore colour, shape and size as they weave wrist bands of different colours and sizes. Children show a high level of sustained concentration and perseverance on chosen activities. For example, children persevere to complete a challenging puzzle with the encouragement and support of the manager. As a result, children develop the basic skills to support their future learning.

Children have adequate opportunities to explore a range of media and materials. For example, sand painting, splatter painting and ice painting. They observe and discuss changes in the melting ice as they paint. They enjoy exploring different sounds as they experiment with a selection of percussion instruments. Children are successfully developing an understanding of the wider world from visits to various places of interest, such as the seaside and sea-life centre. Regular walks and nature trails provide good opportunities for children to explore and investigate the natural world. Visitors to the setting help children to learn about people and communities and provide adequate opportunities for them to be creative and respond to music from different cultures. For example, the setting has arranged visits from the police dog unit, African drummers and musical groups.

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

Children enjoy attending the club because they 'can play with their friends'. Parents comment that children enjoy their time at the club. They happily engage in self-chosen activities and demonstrate positive attitudes. Children are particularly well behaved because staff have high expectations and they understand the club's rules and know what is expected of them. They are taught how to sort out their problems themselves. Children are developing good social skills. For example, they wait their turn on the computer and

take turns in game situations. They help each other and older support the younger children. Tidy-up time is a team effort and this done swiftly. Mealtimes are sociable occasions when children can eat and chat with their friends and with staff. The club does not yet have a key-person system in place. As a result, parents and carers do not know which member of staff is responsible for their child. Also, children are not supported to develop a close emotional bond with a particular adult at the club.

Children learn about road safety and how to keep themselves safe from strangers. They know that they are not to let anyone into the building and ask permission before leaving the room. Children's health is well promoted. They adopt good hygiene practices as they wash their hands before meals. Children are provided with healthy breakfasts and a selection of fruit for snacks. Fruit and water are available throughout the day. All staff are aware of children's medical and dietary needs and these are considered when preparing meals. There are good opportunities for daily physical activity. For example, children thoroughly enjoy parachute games outside. They follow instructions well, take turns and play cooperatively. Children run around in the fresh air and access various climbing equipment where they can climb, swing and crawl. The themed sports week provides further opportunities for children to experience a wider range of sporting activities. Visits to the park allow children to experience more varied and challenging equipment to support their physical development.

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

Written policies and procedures are in place to keep children safe. Managers and staff have a good understanding of their responsibilities for safeguarding children in their care. They understand the procedures for reporting concerns they may have about a child. Effective systems are in place to ensure that staff are safely recruited and are suitable to work with children. All members of staff are trained in safeguarding, epi-pen administration, food hygiene and hold current paediatric first-aid certificates. All medication and accident records are well maintained and parents are informed of any accidents that occur.

Regular fire drills means that children understand the procedures for safe emergency evacuation of the building. The premises are safe and visitors' identity is checked before gaining entry into the building. Daily checks are conducted to ensure that the play areas, equipment and activities are safe for the children. Adults model safe practices. For example, how to carry scissors safely. Risks assessments are carried out for every visit. Effective teamwork and hand over times ensure the smooth running of the club. There are appropriate systems in place for staff appraisals and supervision meetings, which contribute well to ongoing staff training and development.

Parents are kept informed about their children's participation and progress through daily discussions. Newsletters and the club's website inform parents about the club's activities. The club works well with other settings that the children attend, ensuring continuity of care. The club seeks the views of staff, parents and children, although, systems for evaluating the club's provision are developing but are not yet fully embedded. As a result,

targets are not sharp enough to drive forward continuous improvement. All other recommendations from the previous inspection have been fully addressed.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY437432
Local authority	Essex
Inspection number	870556
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	67
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	16/05/2012
Telephone number	01245354517

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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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