

YMCA Childcare - Middleton

Middleton School, Harrow Road, NOTTINGHAM, NG8 1FG

Inspection date	04/09/2014
Previous inspection date	05/03/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 motivated to learn because practitioners provide a variety of exciting play opportunities throughout the session.
- Children are safe in the setting because practitioners continually monitor the environment and have a good understanding of child protection procedures.
- Parents are welcomed into the setting and practitioners take time to get to know them so they can continually meet the needs of the children.
- The management team have a clear vision for further improvements and work well with everyone to enhance the provision they provide for the children.

It is not yet outstanding because

- There is scope to give children more encouragement to make healthy choices about what they eat so they maximise their understanding of the importance of adopting healthy lifestyles.
- Opportunities for children to work out problems and disagreements by themselves are not fully supported so that they build upon their already good understanding of how their words or actions affect the feelings of others.

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 observed children during activities indoors and outdoors.
- The inspector looked at children's records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the practitioners working with children and the setting's improvement plans.
- The inspector spoke with practitioners and children at appropriate times throughout the inspection.
- The inspector took in to account the views of parents spoken to on the day.

Inspector

Joanne Gray

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 the grounds of Middleton School in Nottingham. The club serves the school and is accessible to all children. Children also use the main hall of the school and the surrounding grassed areas and school playing field for outdoor play. The club employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The club opens Monday to Friday during 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 81 children on roll, nine of whom are in the early years age group. The setting supports children with special educational needs and/or disabilities and those who speak 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:

- strengthen children's understanding about the importance of adopting healthy lifestyles, for example, by discussing healthy eating and encouraging them to make healthy choices at snack time
- encourage children to work out problems and disagreements amongst themselves so they build upon their already good understanding of how their words and actions affect the feelings of others.

Inspection judgements

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

Children independently access a variety of age-appropriate toys and resources that complement their school activities and encourage them to make good progress in their learning. Practitioners understand that children need time to pursue their own learning without interruption and offer a good balance of adult-led and child-initiated activities throughout the session. They have a good knowledge of the areas of learning and are mindful that during term time children have been at school all day. In consultation with the children, practitioners plan a range of activities to promote learning through play. This ensures that children remain interested and motivated and have fun while following their own interests. Children who speak English as an additional language are supported well because they have their own languages valued in the setting. Practitioners work well with children who have special educational needs and/or disabilities, and their parents and school. For example, they spend additional time getting to know children's needs and make any necessary changes to practice to ensure they make the best progress in their

learning and development.

Children freely choose what they play with and this means they are thoroughly motivated and engaged in their learning. Practitioners also let them decide if they want to stay inside or go out to play, and they all choose to go outdoors because they are ready to run around after their day at school. Children are learning to be good listeners and further developing the skills they need for school because practitioners remind them to sit quietly, be attentive and speak clearly when responding to their names as they are completing the register. They develop their thinking skills as they play a miming game with practitioners and have to guess what sport is being mimed. Practitioners give younger children clues to help them guess, for example, when miming a person skiing they say 'I have something on my feet and two poles'. Outside children also learn to solve problems as they play with a 'sticky' ball and find out what else it will stick to. They throw it up to the basketball net and it sticks to the backboard and slowly drops off. They laugh loudly and take it in turns to do it again and again. Practitioners explore mathematical concepts with children as they play; for example, they ask them, 'Who can throw it the furthest?'

Children enjoy a range of creative activities and make figures of themselves to place on the noticeboard using a variety of different media and materials. They develop their writing skills as they draw and colour, and practitioners extend their learning by finding them other pictures to colour and sitting with them to talk about what they are doing. Children enjoy playing tabletop games with their friends and practitioners, and learn valuable skills, such as turn taking. Children's ideas are valued and included in the planning of activities. Practitioners and children talk about what they enjoy and what they would like to do, and this is fed into the planning. The manager also observes new, younger children to find out what they like, and uses this information to help plan some of the activities she organises for them. This shows that planning is effective in helping children to learn and sustain their interests, and that they play an active part in the life of the club.

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

The manager finds out about children's needs and preferences from their parents and they are welcome to come and visit as often as they like before they start. This promotes children's sense of security as they make the transition between school and the setting. The manager is key person for all the early years children, which helps them to build firm attachments with her. Consequently, even though it is the first week of term, children are happy and confidently settled. Those who are a little unsettled by their new routines at the start of term are given cuddles and reassurance by practitioners and are soon happily engaged in the activities on offer. The manager also tries to 'buddy' children with others, so they start to build friendship groups in the setting.

Resources are of good quality, are readily available and are relevant to the different ages and stages of children's development. Children move around freely and can make choices about their activities, so they are developing confidence and independence. They help themselves to snack and practitioners make sure younger children can get theirs first and help new ones until they become familiar with the routines. Lots of healthy food options

are provided at snack time. However, practitioners sometimes miss opportunities to talk to children about the choices they are making, as they choose biscuits or crisps instead of fruit. This means children are not always supported to boost their understanding of the importance of developing healthy eating habits. The children enjoy exuberant play outdoors running around, playing ball games and team games. This provides them with challenge and helps them to manage risks as they avoid bumping into each other. Practitioners help children to learn about developing a healthy lifestyle and the importance of exercise as they talk to them about using their legs and lungs to see who can run the furthest. They explain to children that they need to 'take some big deep breaths to fill their lungs up as much as you can', so they are learning about how their bodies work.

Children behave well and gain an understanding of acceptable behaviour because practitioners are good role models and talk to children about the rules in the setting. For example, children remember there is 'no bullying', 'no bad language' and that they should all 'have fun.' Practitioners praise children's good behaviour and this promotes their self-esteem. However, there is scope for some older children to work out problems and disagreements by themselves. This is so they build upon their already good understanding of their own feelings and know that some actions or words can hurt others' feelings. For example, when children are arguing over a ball, practitioners step in and resolve the problem for the children rather than asking them how they can work it out for themselves.

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

Practitioners understand their role in reporting any child protection concerns and know how to follow the correct referral procedures. Policies and procedures are well organised and regularly updated, and practitioners all know about any changes that are made. Good recruitment, vetting and induction procedures mean that all those working with the children are suitable to do so and understand their roles as soon as they start. The manager carries out thorough risk assessments and daily checks of equipment and premises to make sure the children's environment is safe. The door and gate to the playground are locked during the session and practitioners deploy themselves well so all areas of the playground are supervised. There are regular headcounts of the children and the register is taken again when they come in from the playground. Accidents are recorded well and parents are asked to sign the accident sheet when they collect their children. This means children are safe in the setting.

The registered person and the manager monitor practitioners' performance through regular observations and appraisals together. They agree clear targets for improvement and practitioners have opportunities to develop their knowledge and skills through attending training courses and securing additional qualifications. The manager understands that the setting needs to complement the experiences children receive during their day at school and has made good links with the teachers to ensure this happens. For example, she has arranged a meeting with school to gain all necessary information and find out about the term's planning. The manager is also forging links with teaching assistants who support children with special educational needs and/or disabilities in school so she can continue to provide the support they need in the setting. Practitioners are an

effective link between the school and parents as they collect their children from the setting. They share lots of verbal information with parents and keep them well informed about how the setting operates by displaying lots of relevant information on the noticeboard by the door.

The management team have a strong drive for improvement and have worked well to meet all the recommendations from their last inspection. They work in partnership with others to target improvement, for example, they complete action plans with the local authority and invite consultants in to monitor quality. Parents' views are also welcome and the registered person has recently introduced feedback forms for them to complete with any concerns or suggests for improvement. Children's views are also important to practitioners and they take time to listen to them and incorporate their interests into future plans for equipment and resources.

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	EY468606
Local authority	Nottingham City
Inspection number	965572
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	81
Name of provider	Nottinghamshire YMCA
Date of previous inspection	05/03/2014
Telephone number	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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