

YMCA Beginnings Day Care



Beginnings Day Care Ltd, Park Springs Road, GAINSBOROUGH, Lincolnshire, DN21 1NY

Inspection date	3 June 2015
Previous inspection date	6 January 2010

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Inadequate	4
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision is inadequate

- Despite having a well-qualified staff team, the quality of teaching is variable. Staff working with toddlers and older children, do not provide stimulating and challenging activities. Some staff do not interact with children enough. Therefore, children have no interest in learning, are badly behaved and are not making good enough progress.
- Staff do not implement suitable behaviour management approaches. They do not consistently support children to develop an understanding of boundaries, expectations and how to keep themselves and others safe.
- The manager does not have a good enough understanding of Local Safeguarding Children Board procedures. For example, she does not know what to do if allegations are made against members of staff. In addition, staff do not know what to do if they have child protection concerns.
- Induction of staff is rushed and ineffective. They are given policies and procedures, but receive little training about them. Ongoing training and development opportunities do not focus enough on improving the quality of teaching.
- The provider does not identify where there are strengths or weaknesses in the provision. Consequently, some legal requirements are not met. For example, the provider has not notified Ofsted that there has been a change of manager.

It has the following strengths

- The baby room is calm and relaxed, so babies are happy and content. Teaching in the baby room is good and activities capture their interests. Therefore, they are progressing well in their learning and development.

What the setting needs to do to improve further

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

- plan and provide purposeful and challenging play opportunities for older children, both indoors and outdoors, that meet their learning needs and stem from their interests, so that they make good progress in their learning and development
- ensure all staff have the knowledge, skills and training to fulfil their role in responding to children's needs and interests as they play, and ensure they know how to guide children's learning through high-quality teaching and positive interactions
- strengthen the manager's and staff's knowledge of child protection procedures in order to safeguard children
- ensure appropriate behaviour management procedures are in place and that staff know how to implement them consistently so children learn how to play cooperatively, show sensitivity to each other's needs and feelings, and understand how to keep themselves and others safe
- ensure timely and appropriate training processes are in place to induct staff so they are aware of their roles and responsibilities from the start.

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

- identify the strengths and weaknesses of the provision and use this information to inform effective action plans that address any areas in need of improvement, so that teaching improves and requirements are consistently met.

Inspection activities

- The inspector observed activities both indoors and outside.
- The inspector spoke to the manager, registered person, practitioners and children at appropriate times during the inspection.
- The inspector carried out joint observations with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Joanne Gray

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is inadequate

The quality of teaching differs between staff working with babies, and those working with older children. Staff have a suitable understanding of how to assess older children's development. However, the activities they plan to move children's learning forward are not suitable. The play opportunities offered are often mundane and lack challenge. Staff do not always encourage children to become engaged in activities, or guide their play appropriately. They do not all interact with children often enough. When they do interact with children, the teaching is often poor. For example, staff ask lots of questions but give the answers themselves, before children have time to think and respond. Group activities are too large and are disrupted by children's bad behaviour. Consequently, children are uninterested and are not making consistently good progress in readiness for school. However, in the baby room, staff engage babies in a wide range of activities that enthuse and stimulate them. Interactions are good and babies are making steady progress in their learning and development. Babies enjoy joining in with singing activities, and develop their language skills as staff show them how to use actions as well as words. Parents are happy with the baby room and comment that they receive lots of information about their child's learning.

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

Behaviour amongst older children is very poor. They are not supported to learn how to play together, or show sensitivity for each other's feelings. Staff do not make their expectations of children consistently clear. As a result, children are often confused about what is expected of them and the environment is sometimes chaotic. This affects the safety, well-being and development of children. They run around, climb on furniture and deliberately hurt others. The manager has not understood that the cause of the unruly behaviour is children's boredom, which is due to poor teaching and a lack of stimulating activities. Therefore, any interventions have little effect because changes are not made to help engage children in more purposeful play. Parents are unhappy with the standard of behaviour amongst older children. They say that, often the room is 'bedlam' and that there is 'not enough supervision.'

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

Leadership and management of the setting are inadequate. The manager and provider do not have a good enough understanding of the Early Years Foundation Stage. They do not identify the setting's weaknesses, or ensure continuous improvement. The provider has not notified Ofsted that there is a new manager. Therefore, Ofsted have not been able to complete all the required checks to ensure suitability. There are inadequate induction procedures in place. Staff begin working with children, before the manager has had time to check their understanding of procedures. This means staff are not sure how to carry out their roles effectively. The manager has identified that some teaching is poor but has not addressed this by ensuring staff receive the training and support they need to

improve. Staff do not know who to go to if they have concerns about a child's well-being. The manager also has poor knowledge of Local Safeguarding Children's Board procedures. Therefore, children's safety is compromised. There are links established with other professionals to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY395902
Local authority	Lincolnshire
Inspection number	859742
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	90
Name of provider	Lincolnshire YMCA
Date of previous inspection	6 January 2010
Telephone number	01427 679806

YMCA Beginnings Day Care was registered in 2009, and is operated by the YMCA. The setting employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The setting opens from Monday to Friday, 51 weeks of the year. Sessions are from 8am until 6pm. It provides funded early education for two-, three- and four-year-old children, and supports a number of children with special educational needs and/or disabilities.

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