

YMCA Pre-school

Lisieux Way, Taunton, Somerset, TA1 2LB



Inspection date

8 June 2015

Previous inspection date

9 December 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff develop good partnerships with parents. This enables them to exchange appropriate information. For example, parents receive a copy of their children's next stages of learning. This helps them to support their children's development at home.
- Staff plan and organise the environment, indoors and outdoors, exceptionally well. Following their last inspection, staff have made extensive changes to the outdoor areas and improved children's experiences. In addition, they ensure children make independent choices about where they prefer to learn and play throughout the year.
- The effective key-person system supports children extremely well in settling quickly at the pre-school. Staff are skilled at helping children to develop exceptionally secure emotional attachments. As a result, children are very confident to explore the environment and initiate their learning.
- Staff provide excellent support for children learning English as an additional language and their families. This has an extremely positive impact on children's well-being.
- The manager effectively monitors children's development to ensure they quickly receive any additional support to narrow any gaps in their learning. This means that all children make good progress in their learning and development.

It is not yet outstanding because:

- Staff do not always ensure children can concentrate fully during large group activities as there are sometimes other distractions. For example, some children were unable to follow instructions to develop their literacy development due to loud songs playing.
- The manager does not make full use of opportunities for staff to observe one another to enable less confident staff to identify and discuss better ways of working.

What the setting needs to do to improve further

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

- review the organisation of large group activities to provide a calm learning environment where all children can concentrate without distraction
- encourage staff to observe and discuss one another's practice to develop their skills and quality of teaching further.

Inspection activities

- The inspector observed activities and the quality of teaching, indoors and outdoors.
- The inspector spoke with staff, parents and children present on the day of the inspection and took account of the pre-school's self-evaluation.
- The inspector carried out a joint observation with the manager and had a meeting with the manager and deputy.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Staff make good observations to monitor children's development and identify how they can support them further. They use children's interests to plan activities, which motivates them to learn. Overall, the quality of teaching is good. Some staff make deliberate mistakes so that children can demonstrate their knowledge by correcting them. Staff engage in children's imaginative play, asking questions and encouraging discussions. This promotes children's language and communication skills as well as their creativity. Most staff use all opportunities to promote children's mathematical development. For example, at the inspection children recognised numbers while playing hopscotch and talked about containers being full and heavy or empty and light. Children enjoy growing their own produce and learning about the natural world. Staff provide good interaction so that children recall how they grew different plants from seed and what they needed to grow.

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

Children have an excellent understanding of the staff's expectations. They know to tidy up when the bell rings. Staff use the same system as the school, which provides excellent support to help children settle more easily into school routines. Staff work closely with parents to support younger children's personal needs. Parents comment extremely positively on the support staff provide for their children and families. Consequently, children develop high self-esteem and become extremely confident in their social and emotional skills. Staff encourage children to be as independent as possible, which prepares them really well for school. Older children remind younger ones to wash their hands before snack and all children put on a hat to play out in the sunshine. This demonstrates an extremely confident awareness of how to protect their health. The new surfacing outdoors enables children to play safely all year. This has a highly positive impact on their physical and emotional well-being, especially for those who prefer to learn outdoors.

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

The manager works directly with staff and ensures they implement the policies and procedures well to protect children's welfare. Staff keep the premises secure and carry out good risk assessments to help keep children safe. All staff attend child protection training and know what to do if they have concerns that a child is at risk of harm. The manager involves all staff in evaluating the provision so that there is a shared commitment to ongoing improvements. Staff use highly effective systems to gain parents' and children's feedback so that they can contribute to evaluating the provision. This means that staff meet children's needs well. They also use training successfully, such as to implement more risky play and develop children's skills further by using more natural resources.

Setting details

Unique reference number	142856
Local authority	Somerset
Inspection number	841554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	40
Number of children on roll	65
Name of provider	Taunton YMCA Committee
Date of previous inspection	9 December 2010
Telephone number	01823 283899

The YMCA Pre-School registered in 1978. It operates in the Blackbrook area of Taunton, Somerset. The pre-school is open each weekday during term time only. There is a breakfast club between 8am and 9am. Pre-school sessions are from 9.15am to 11.45am and 12.45pm to 3.15pm. There is a lunch session between 11.45am and 12.45pm and wrap around care is offered from 3.15pm to 4pm. The pre-school employs nine staff to work with the children. One member of staff holds an early years qualification at level 5, one holds a qualification at level 4 and six members of staff hold qualifications at level 3. The pre-school receives funding to provide free early years education for children aged two, three and four years.

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