

Chelmsford YMCA @ Westlands Primary School

Westlands Primary School, Beeches Close, Chelmsford, CM1 2SB



Inspection date

24 November 2015

Previous inspection date

1 April 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not always effectively deployed to ensure they fully support children's well-being as they play.
- Staff do not always place a high enough emphasis on helping all children raise their self-confidence when developing communication and language skills. This includes supporting children who speak English as an additional language.
- Staff sometimes overlook chances for children to express their creativity and to do things for themselves.
- Staff do not gather enough information from parents about the younger children's interests and abilities, to enhance the planning of activities from the outset.

It has the following strengths

- Staff have established friendly links with the teaching staff of the host school. They share important messages about children's welfare needs. Staff have started to provide fun experiences that complement learning in the classrooms.
- Children have appropriate opportunities to develop healthy lifestyles. They have regular opportunities for exercise in the fresh air, and eat nutritious snacks and light meals.
- Children understand the expectations in relation to good behaviour. They play together cooperatively. The older children show care and support for the younger children during games and activities.
- Children's safety and welfare is promoted by the efficient maintenance of the necessary records and the effective risk assessment of the premises.

What the setting needs to do to improve further

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

- | | Due Date |
|--|-----------------|
| ■ ensure that staff are always effectively deployed to support children's needs and to promote children's enjoyment of activities. | 31/12/2015 |

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

- obtain more information about children's interests and capabilities when they join the club
- support staff to extend children's self-confidence when communicating, including children who speak English as an additional language
- enhance opportunities for children to develop their creativity and to do things for themselves.

Inspection activities

- The inspector observed children engaged in a range of activities indoors and outside.
- The inspector carried out joint observations with the manager of the club and a senior childcare manager.
- The inspector held discussions with the manager, staff, children and an early years teacher from the host school.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management requires improvement

Arrangements for safeguarding are effective. Staff can explain the signs and symptoms of abuse and know the steps to take if they have any concerns about the welfare of children. Staff have regular supervision meetings with management. Recruitment and vetting procedures are thorough and staff understand their safeguarding responsibilities. They have the chance to attend training and extend their qualifications to help improve their personal effectiveness. There are sufficient staff employed to work in the club. However, at times, they are focused on dealing with catering and cleaning tasks, rather than consistently supporting children as they play. The impact of this on children's safety is however, minimised. Staff are within sight and hearing of the children and they remain vigilant about security. Parents are regularly invited to share their views about the club. They make positive comments about the care staff provide and welcome the feedback they are given.

Quality of teaching, learning and assessment requires improvement

Children are able to choose from a broad range of resources to support their play. The manager has recently introduced new methods of activity planning, to ensure that activities remain enjoyable and build on what children can already do. Children are consulted about many aspects and sometimes contribute their own ideas about what resources to use. Staff have started observing the youngest children as they play. However, limited information is gathered from parents when children join the club, to enable staff to plan enjoyable activities that match the youngest children's needs and interests. There are some lively interactions when staff sit and chat with children about what they have been doing in school. Staff sometimes overlook opportunities to extend the youngest children's self-confidence as they communicate. In addition, not all staff have a confident knowledge of how to support children who speak English as an additional language.

Personal development, behaviour and welfare require improvement

Staff are very caring and build warm relationships with the children. Some of the key persons also work in the host school and this helps to provide consistency of care between settings. Staff are knowledgeable about children's individual care needs. They attend additional training so they can deal with special dietary requirements and possible allergic reactions. Children are encouraged to develop their independence at mealtimes. They lay the table, pour their own drinks and make their own sandwiches. However, sometimes creative activities are overly adult-led, and children are not fully encouraged to do things for themselves. There are also periods of inactivity as children wait for staff to support them. At large-group times, staff encourage children to listen to each other. They learn to respect and value one another's similarities and differences. Children learn to look after toys carefully. They take part in routines, such as emergency evacuation procedures, to develop their understanding of personal safety.

Setting details

Unique reference number	EY290962
Local authority	Essex
Inspection number	861396
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	30
Number of children on roll	40
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	1 April 2011
Telephone number	01245251700

Chelmsford YMCA @ Westlands Primary School was registered in 2004. The out-of-school club is one of eight settings managed and run by Chelmsford YMCA (Trading) Limited. The club employs four members of childcare staff. Two staff hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, during school term times. Sessions are from 7.30am to 8.45am and from 3pm to 6pm. The club supports children who speak English as an additional language.

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