

YMCA Childcare St Margaret's Road

St Margarets Road, Lowestoft, Suffolk, NR32 4HW



Inspection date

15 December 2015

Previous inspection date

Not applicable

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

Summary of key findings for parents

This provision is good

- The manager implements an effective system for supporting and supervising staff so that they reach their full potential. She takes a proactive approach in ensuring staff's teaching is good quality and encourages them to continually update their knowledge.
- The manager has high expectations of all children and looks at ways to constantly improve opportunities for them. She encourages parents, staff and children to put their views forward to help her evaluate the quality of the provision.
- Children experience a wide range of interesting and stimulating activities in all areas of learning. They are enthusiastic and motivated to learn as they confidently move around the setting, freely choosing what they would like to do.
- Children build secure emotional attachments with staff. They readily seek them out for support when needed. Staff are highly responsive to children's needs, which helps them to feel safe and secure, and supports their well-being.
- Children's progress is closely monitored by staff to ensure appropriate interventions are quickly sought where gaps in children's learning are identified. This helps children to reach their full potential and be ready to move on to their next stage in learning.

It is not yet outstanding because:

- Partnership working with parents is not yet fully effective in engaging all parents to be involved in children's learning in the setting and at home.
- Staff do not always make the most of opportunities to encourage children to develop their thinking and problem-solving skills. Sometimes, staff do not always ask children questions to challenge them to think more critically.

What the setting needs to do to improve further

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

- strengthen partnerships with parents, encouraging a more effective two-way flow of information sharing, so children benefit from a highly effective shared approach to promote their learning and development
- help to promote children's critical-thinking skills at every opportunity, build on the already effective teaching skills even further, and provide opportunities for children to make links in their learning and work things out for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector sampled a range of other documentation, including the learning and development records of children, the setting's policies and procedures and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of their role and responsibility to protect children from risk of harm. The manager has developed a robust set of policies and procedures to ensure the smooth running of the setting. These are shared with parents to keep them fully informed of how the setting operates. The manager has a clear focus for making sustainable improvements to the setting and has developed a plan for how these will be achieved. For example, the outdoor area has been the recent focus for continued development. This has been closely targeted to improve opportunities for children who learn best outdoors. Staff are well qualified and regularly access additional training. Professional development opportunities are identified to improve staff's individual practice and to support the needs of children. Staff are proactive in passing their knowledge and skills on to other staff as they create a culture of mutual support.

Quality of teaching, learning and assessment is good

Staff know the children well. They regularly observe them as they play and make accurate assessments of what children know and can do. This helps staff plan opportunities for children that interest and challenge them and help them achieve their next steps in learning. Children are encouraged to count in their everyday play and learn about size as they investigate different sized objects. They count bricks as they stack them, then use a measuring tape to measure how high they are. Staff extend learning further by encouraging the children to compare how tall they are in relation to the stack of bricks. Children's early writing skills are promoted as they write, draw and make marks. Children have exciting opportunities to explore the marks they make. For example, they roll a giant tyre that is covered in paint and closely follow the track it makes.

Personal development, behaviour and welfare are good

Staff manage children's behaviour effectively. They consistently explain their expectations to children. For example, children are reminded not to run inside in case they hurt themselves. This helps children learn how to keep themselves and others safe. Staff are good role models for children as they are polite. They encourage children to share resources and wait for their turn. Children learn how to be kind and gentle and develop a respect for living things as they handle snails with care during a planned activity. The setting effectively promotes inclusivity. Children learn alternative forms of communication, such as signing. This helps children who have not yet developed their speaking skills, or those who speak English as an additional language, to make choices and express their views. Children's physical well-being is promoted as they are encouraged to move in different ways, such as balancing and jumping.

Outcomes for children are good

Staff work in partnership with other professionals to share information about children's capabilities. Together, they implement highly effective strategies to promote children's learning and development where children are identified as needing additional support. This shared approach helps all children to make good progress in their learning.

Setting details

Unique reference number	EY478066
Local authority	Suffolk
Inspection number	973182
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 12
Total number of places	55
Number of children on roll	88
Name of provider	YMCA Suffolk (Services) Limited
Date of previous inspection	Not applicable
Telephone number	01502 585882

YMCA Childcare St Margaret's Road was registered in 2014. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those who have special educational needs. The nursery also supports children who speak English as an additional language.

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