

# YMCA Thames Gateway Romford Preschool

Rush Green Road, Romford, Essex, RM7 0PH



<b>Inspection date</b>	18 May 2016
Previous inspection date	17 July 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
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 pre-school's leadership and management team is strong. It regularly evaluates practice and works extremely well with other professionals to ensure that staff consistently maintain high standards for children's development.
- Staff check children's progress carefully so they have accurate knowledge of the needs of every child. They target their teaching to meet precise needs and ensure that all children make good progress.
- Staff interact well with the children and help develop their language skills, such as through useful conversations during activities.
- Children experience a range of physical activities and develop their muscle control.
- Staff are patient and caring with children and forge good relationships with them. Children learn to be tolerant and cooperate with each other.
- Staff celebrate children's contributions and achievements to help them value their work and develop positive self-esteem.
- Staff involve parents in children's care and learning development, and listen to their views. Parents are pleased with staff's methods and practices.

### It is not yet outstanding because:

- Staff do not always build on children's interest in practical, routine tasks to extend their learning.

## What the setting needs to do to improve further

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

- make better use of opportunities that arise during routine activities to promote children's learning further.

### Inspection activities

- The inspector observed the quality of activities indoors and in the outside area.
- The inspector discussed observations of activities with the manager of the setting.
- The inspector spoke with the director of children's services and the local authority representative, held regular discussions with the nominated person and manager of the setting, and spoke with staff and children.
- The inspector took account of views of parents spoken with on the day of the inspection and parents' written feedback to the setting.
- The inspector looked at evidence of the suitability and qualifications of the staff, development plans, risk assessments, policies and procedures, and a range of other relevant documentation related to children's development and welfare.

### Inspector

Liz Kissane

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders regularly monitor children's learning through observations, and constantly seek to improve staff's practice. Recent observations prompted training in how staff ask children questions. Staff now give children more time to think and reply. They support communication and language skills well. Robust recruitment and rigorous vetting procedures ensure all staff are suitable. Safeguarding is effective. All staff know and understand safeguarding procedures, which they follow closely to promote children's welfare and safety. Staff are alert for signs that children may be at risk, and know how to report concerns.

### Quality of teaching, learning and assessment is good

Staff provide well-planned activities to stimulate children's curiosity. For example, children learn about nature through watching a chrysalis turn into a butterfly, and extend this with relevant books. Staff encourage children to develop skills in manipulating and exploring objects and materials. Children practise mathematical skills, such as counting and naming shapes. They enjoy exploring materials first-hand; for example, they use their fingers and paintbrushes to paint with. Staff pay close attention to each child's development and are quick to adjust teaching to meet children's individual needs. They take swift and appropriate action to identify and close any gaps in children's learning.

### Personal development, behaviour and welfare are good

All staff have very positive attitudes to children, which help children feel emotionally secure. Staff speak gently and considerately with children to promote good manners. Children learn to put on their own coats and shoes, and to choose appropriate clothing for different activities in all weathers. Children enjoy playing together. For example, they take turns as they follow each other on a large tyre trail outdoors and listen carefully as an adult discreetly guides them to achieve the challenge. Children learn healthy lifestyles as they help themselves to a range of healthy snacks.

### Outcomes for children are good

All children enjoy challenges, develop confidence and grow in independence. For example, they begin to recognise their names and to match letters to the sounds in their names. By the end of pre-school, children develop early writing and number skills to prepare them for their future learning.

## Setting details

<b>Unique reference number</b>	100261
<b>Local authority</b>	Barking & Dagenham
<b>Inspection number</b>	1028820
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	22
<b>Name of registered person</b>	YMCA THAMES GATEWAY
<b>Registered person unique reference number</b>	RP521651
<b>Date of previous inspection</b>	17 July 2013
<b>Telephone number</b>	01708 766 211

YMCA Thames Gateway Romford Preschool was previously known as Romford YMCA Kids Out of School Care. The pre-school is located in the YMCA building in Romford, within the boroughs of Barking, Dagenham and Havering. The pre-school registered in 2012 and opens during school term time only. The pre-school opens from 9am until 12pm on Monday, Wednesday and Friday. On Tuesday and Thursday the pre-school opens from 9am until 1pm, including an optional lunch session from 12pm to 1pm. The pre-school receives funding to provide free early years education to children aged two and three years. The pre-school employs five members of staff who hold appropriate early years qualifications.

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.

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