

# YMCA Fairthorne Manor Day Nursery and Daycamps

Curdridge, Southampton, Hampshire, SO30 2GH



## Inspection dates

Previous inspection date

31 July 2017 - 1 August 2017

20 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Systems to monitor the quality of teaching and learning are not being used effectively to identify weaknesses. As a result, the quality of teaching is variable throughout the nursery.
- Staff do not always support children's learning well enough. Staff do not consistently provide suitable challenge to help children move forward in their learning.
- Managers do not regularly use children's assessment information to check on the progress of different groups of children to make sure children do as well as they can.

### It has the following strengths

- Children establish strong relationships with staff. Parents speak highly of the nursery and value the support that the staff offer their children.
- Nursery and daycamp staff benefit from good induction procedures which include undertaking training relevant to their role and responsibilities. The procedures for keeping children safe are shared with all staff regularly.
- Daycamps are effectively organised to meet the children's individual needs. Children relish the opportunities to learn key skills such as independence, tolerance and resilience that support them in their future learning and preparation for adulthood.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop the systems used to monitor the quality of teaching so that leaders and managers have an accurate overview of what needs to improve, and ensure training is effective in improving practice</li> </ul>	27/10/2017
<ul style="list-style-type: none"> <li>■ improve the quality of teaching so that children receive a challenging learning experience that helps them make good progress, with particular regard to children’s literacy and mathematical skills</li> </ul>	27/10/2017
<ul style="list-style-type: none"> <li>■ improve the arrangements for monitoring children’s progress to include how well different groups of children are achieving and identify and close any gaps in achievement.</li> </ul>	27/10/2017

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

- make better use of self-evaluation to target all weaknesses in practice to improve outcomes for children.

### Inspection activities

- The inspectors observed the quality of teaching in the nursery and the impact this has on children’s progress both inside and outside.
- The inspectors spoke with staff and children in the nursery and day camps, where appropriate, at suitable times throughout the inspection.
- The inspectors conducted a joint observation with the nursery manager.
- The inspectors spoke with some parents as well as reviewing their written feedback during the inspection and took account of their views.
- The inspectors held meetings with the nursery manager, day camps co-ordinator and the nominated individual.
- The inspectors sampled a range of documentation such as, staff suitability checks, records of the progress children make, accident and child protection records.

### Inspectors

Teresa Newman / Lisa Fountain-Johnston

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Although leaders have systems in place to monitor the quality of teaching and the curriculum, these are not used effectively. As a result, variances in teaching have not been addressed by leaders. Some areas of the curriculum are less well provided for than others, such as literacy and mathematics. Children do not always have access to a range of experiences to fully support their learning. New systems in place to monitor children's progress are not yet fully embedded. This means that staff are not yet closely monitoring any differences in the progress children make to ensure they are developing well in all areas. The arrangements for safeguarding are effective. Thorough recruitment procedures and on-going suitability checks are in place to help ensure that all adults are suitable to work with children. Additional funding for disadvantaged children is being used effectively, as a result children's speech and language is progressing well.

### Quality of teaching, learning and assessment requires improvement

There is a range of activities for children to access independently both indoors and outdoors. Staff plan activities to support children's interests and their next steps in learning. However teaching is variable in quality and sometimes lacks challenge. For example, when children explore construction resources, staff miss opportunities to extend their learning further by introducing simple mathematical language. Outside older children explore mud, they delight in jumping in muddy puddles and exploring the different textures of mud on their skin and clothes. Some staff enrich this opportunity for children by encouraging them to talk about what they are doing and introduce new vocabulary.

### Personal development, behaviour and welfare are good

Staff are positive role models for children. Children are kind and considerate to their peers. They are learning how to recognise and value each other's differences. Younger children are becoming independent in their self-care routines, as they find tissues to blow their noses, for example. Older children understand how to keep themselves safe in the sun as they discuss with staff why they need sunscreen and hats when they play outside. Babies demonstrate that they feel safe and secure as they seek staff out for reassurance and comfort. Children respond well to the praise that staff give them to celebrate their achievements. Healthy lifestyles are promoted throughout the nursery and daycamps. Nutritious meals are prepared for children and they have regular access to the outdoor area to develop their physical skills.

### Outcomes for children require improvement

Although children make steady progress, the variance in teaching means they do not achieve as much as they could. Older children enjoy using magnifying glasses to explore mini beasts as they peek under logs and shake trees to find them. Babies use their senses as they explore the different textures of oats and shredded paper with their hands and mouths. Toddlers learn how to share and work together as they successfully build a train track.

## Setting details

<b>Unique reference number</b>	110056
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1095607
<b>Type of provision</b>	Full-time 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>	0 - 8
<b>Total number of places</b>	828
<b>Number of children on roll</b>	345
<b>Name of registered person</b>	YMCA Fairthorne Group
<b>Registered person unique reference number</b>	RP906223
<b>Date of previous inspection</b>	20 November 2012
<b>Telephone number</b>	01489 785228

Fairthorne Manor provides several childcare facilities. The nursery operates from Fairthorne Manor house. The nursery is open all year round from 8am to 6pm. They employ 25 staff; of who 19 hold appropriate early years qualifications. Daycamps operate from the grounds on the Fairthorne estate and the sports hall. The Daycamps are registered to provide care to children from four years to eight years old, although children up to 16 years old also attend. Daycamps operate each school holiday Monday to Friday from 9am until 4pm. Extended care is available from 7.45am at the breakfast club and from 4pm until 6pm. The Daycamps employ 92 members of staff; of whom 12 hold appropriate qualifications.

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