

YMCA Childcare Water lane



The Ark Childrens Centre, Water Lane, Lowestoft, NR32 2NH

Inspection date	6 October 2017
Previous inspection date	30 October 2013

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		Requires improvement	3

Summary of key findings for parents

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

- Staff have not completed the required progress check for all children between two- and three-years-old. They have not provided parents with a written summary of children's achievements.
- Staff's plans for children's learning in the pre-school room are not sharply focused. They do not quickly address any weaker areas in children's development, such as their communication and language. Gaps in children's learning are not closing quickly enough in this key area of learning.
- The quality of teaching is variable. The current systems in place to monitor staff's performance are not rigorous. The management team do not quickly identify and respond to weaker areas of staff's practice.

It has the following strengths

- Children in the baby and toddler room settle well and quickly gain confidence. Staff respond well to their needs. Staff communicate effectively with parents to keep them informed about children's routines and daily experiences.
- Children behave well throughout the day and are kind to each other. They enjoy to play alongside one other and work together to complete small tasks. Staff praise children for successfully sharing and taking turns to promote their self-esteem.
- Children build secure bonds with staff and enjoy to spend time with them. They seek out staff for support and reassurance when needed. Staff respond with care and warmth to support children's well-being and confidence.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
<ul style="list-style-type: none"> ■ complete the required progress check for children between two-, and three- years-old, and provide parents with a short written summary of their children's development 	06/12/2017
<ul style="list-style-type: none"> ■ ensure that targeted plans to promote children's learning are implemented and that they focus on any weaker areas of development, to help children gain the skills they need to successfully move on to the next stage in their learning 	06/12/2017
<ul style="list-style-type: none"> ■ implement an effective procedure for the performance management of staff, so that any gaps in their confidence, knowledge or skills are promptly addressed and they are supported to continually improve. 	06/12/2017

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Julie Meredith-Jenkins

Inspection findings

Effectiveness of the leadership and management requires improvement

The management team do not robustly monitor or review staff practice to ensure they provide children with good-quality experiences, which are specifically targeted to their needs. Managers do not identify where staff's planning is weak, and where important assessments of children's learning are not completed, such as the required progress check for children between two-, and three-years-old. The manager identifies some areas of practice to improve, such as the organisation of lunchtime. This has had a positive effect on children's behaviour. Safeguarding is effective, staff have a clear understanding of how to respond to any concerns they have about children's welfare. They are aware of signs that may indicate a child is at risk of harm.

Quality of teaching, learning and assessment requires improvement

Despite being well qualified, the quality of staff's teaching is inconsistent. Staff who work with the younger children plan opportunities, which are challenging and support children's continued development. However, staff who work with the older children do not have the same high expectations of children. They do not focus on helping children to achieve well in key aspects of learning, such as speaking. Staff do not consistently challenge older children or maintain their prolonged engagement during activities. Younger children engage well in learning experiences, which staff plan for them. They feel the texture of leaves and eagerly look for pictures of bugs and insects. Staff model language and children repeat the names of the bugs to develop their range of vocabulary.

Personal development, behaviour and welfare require improvement

Aspects of staff's planning do not focus precisely on helping children to develop their communication and language skills. This has an impact on children's ability to communicate with their peers and express their views. However, children develop friendships with others and communicate with gesture and body language, in addition to some speech. Staff set consistent rules and boundaries for children to follow. Children are encouraged to be polite and use good manners. Healthy eating is promoted in the nursery, staff work closely with parents to ensure children are provided with well-balanced and nutritious food to eat. Children enjoy to play in the fresh air. They balance, jump and climb outdoors to practise their physical skills.

Outcomes for children require improvement

Weaknesses in staff teaching mean that children do not make consistently good rates of progress in all areas of learning. Children's communication and language development is not prioritised quickly enough for some children where gaps in their learning emerge. Additional funding is used to purchase resources to support children's communication and language but not all children who require targeted support fully benefit from these. Despite this, children enjoy to take part in the range of activities provided. They listen and respond well to staff's instructions and develop positive relationships with others. Children gain basic skills in readiness for school.

Setting details

Unique reference number	EY392883
Local authority	Suffolk
Inspection number	1065371
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	51
Number of children on roll	66
Name of registered person	YMCA Suffolk (Services) Limited
Registered person unique reference number	RP528949
Date of previous inspection	30 October 2013
Telephone number	01502502239

YMCA Childcare Water Lane registered in 2009. The nursery employs 12 members of childcare staff. Of these; 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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