

# YMCA LSW Nursery Lands Pre-School



The White House Community Association, The White House, 45 The Avenue,  
Hampton, Middlesex, TW12 3RN

<b>Inspection date</b>	23 January 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The pre-school manager is highly committed to her role. She draws effectively on her training and experience to secure continuous improvements that benefit children and their families. Staff report they receive regular support and supervision to help them understand their roles and responsibilities.
- Overall, staff provide children with rich and stimulating learning environments, to keep them well-motivated. All children, including those who speak English as an additional language, make good developmental progress from their starting points.
- Staff are highly sensitive in helping children form secure emotional attachments. For example, they are extremely kind and affectionate with children. As a result, children are extremely settled and show high levels of social confidence.
- Partnerships with parents and other professionals greatly benefit children's personal well-being. For instance, the manager and staff engage with parents and relevant professionals very successfully, to ensure children receive a highly consistent approach to their care. Parents are highly complimentary of how staff work with them and report that they feel 'listened to and respected'.
- Staff organise themselves effectively and communicate well with each other to help keep children safe. Supervision of children is effective.

### It is not yet outstanding because:

- On occasion, staff do not organise activities as effectively as possible, to build on and extend children's good levels of learning further.

## What the setting needs to do to improve further

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

- review activities to ensure children are challenged consistently, to help them make the best possible progress.

### Inspection activities

- The inspector read the evaluation form and discussed with the manager how the team evaluates the provision and targets areas for improvement.
- The inspector carried out a joint observation with the deputy manager and discussed children's play, learning and progress with her.
- The inspector observed the quality of teaching during indoor and outdoor activities, and spoke to staff and children at appropriate times.
- The inspector spoke to parents to obtain their views about the nursery.
- The inspector examined a sample of documentation, including safeguarding procedures, risk assessment records and staff suitability checks.

### Inspector

Marisol Hernandez-Garn

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff know the child protection issues well, including what to do should they have any concerns, to protect children's welfare. The manager follows robust recruitment and induction procedures to help ensure staff are suitable to work with children. She monitors staff's performance rigorously and supports their professional development, to improve their skills and benefit children and their families. For example, following training, staff secured their knowledge and practice to help them teach children to manage their behaviour more effectively. This has helped children to make significant improvements from when they started with the setting. The manager evaluates the provision accurately. She encourages children, parents and staff to share their views to help improve the quality of the provision.

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

Staff teach children well. They are good at observing and monitoring children's progress, to help children reach the next steps in their learning. For example, when staff observed that children showed an interest in light and shadows, they provided them with torches to develop their creativity and imaginations. Children had fun exploring the torches during play and watched with delight as the light moved around. Children practise their early literacy skills as they write and draw pictures about their families. Outdoors, children are engaged in a variety of activities, such as digging for 'treasure' and exploring 'sea animals'. Staff read stories and sing songs with children as part of supporting their language and listening skills.

### Personal development, behaviour and welfare are outstanding

Staff support children's emotional and physical well-being extremely well. They take great steps to find out about individual children from parents when they first start, to help them feel highly valued and supported. Children express their very positive sense of themselves, such as during play and through their drawings. They learn to manage age-appropriate risks extremely well and have plenty of opportunities to develop healthy lifestyles. Staff use their superb skills to teach children to behave extremely well. For example, they treat children with great respect and give them very clear boundaries. Children, including the very young ones, play highly cooperatively and do not distract others. They help adults to tidy away the toys of their own accord to help look after their environment. Children are highly independent learners. For instance, older children take responsibility for their personal needs and make age-appropriate decisions during play.

### Outcomes for children are good

Children are active and have highly positive attitudes to learning. For example, they enter the setting very confidently and find activities that interest them. Younger and older children enjoy playing with dough and learn to create different shapes and models, as part of developing their early mathematical skills. Children raise their awareness of other people's cultures, for example, through planned activities. Overall, all children gain important skills in preparation for their future learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY490521
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	1023556
<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>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	YMCA St Pauls Group
<b>Registered person unique reference number</b>	RP524773
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07587034279

YMCA LSW Nursery Lands Pre-School registered in 2015. The pre-school operates from a community building and it is located in the London Borough of Richmond-upon-Thames. It is open from 9am to 12.15pm from Monday to Friday, during term time only. There are six members of staff, including the manager. Of these, four staff members hold early years qualifications at level 3 and two staff members hold early years qualifications at level 2. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

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