

YMCA Thames Gateway Romford Preschool

Rush Green Road, Romford, Essex, RM7 0PH



Inspection date	6 March 2018
Previous inspection date	18 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 reflects on the quality of the pre-school effectively. She checks on staff's teaching expertise well and recognises the setting's strengths and weaknesses. She takes action when needed to improve staff's practice and outcomes for children.
- Children are happy and confident. New children settle into the setting well. Staff are friendly and form warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Staff work with parents well. They gather detailed information from parents when children first start to help precisely plan their learning experiences from the outset.
- Children make good progress and develop the skills needed for their future learning. They develop their physical skills well. For instance, children use tools to scoop and pour while exploring sand, helping to develop their hand-muscle controls and hand-to-eye coordination. Children learn to use equipment with good control.

It is not yet outstanding because:

- Staff do not plan some activities effectively, particularly for reading, to encourage children's interest in stories to enhance their early literacy skills.
- At times, staff miss opportunities to help children gain a deeper understanding of the consequences of their behaviour.

What the setting needs to do to improve further

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

- strengthen teaching practices, particularly for literacy, to help enhance children's enjoyment and motivation to listen to stories and explore them independently
- enhance further staff's knowledge of how to manage children's behaviour so children gain an even greater understanding of how their actions affect others.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day, and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance records.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

The manager offers good opportunities for staff to develop their skills, such as through staff meetings and training. The manager works well with other professionals, such as the local authority, and seeks advice to help improve practice in the setting. She acts on the advice of others, such as parents, and any complaints are dealt with and addressed appropriately. Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to support their well-being. She ensures staff's suitability, following robust recruitment procedures, to ensure children are well cared for and safe. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. The manager understands her duty to notify Ofsted of any significant events that may occur in the setting to ensure that they are always meeting requirements. The manager and staff check on children's progress well to swiftly identify and address any gaps in children's development.

Quality of teaching, learning and assessment is good

Staff assess children's achievements effectively and know their key children well. They use what they know to plan age-appropriate experiences for children and successfully extend their learning. Children confidently play in a welcoming environment, are keen to explore and focus well on the activities they choose to engage in. They have good opportunities to develop their creative skills. For instance, children experiment with paint and brushes, and learn to use mark-making tools well. Staff support children effectively while they play, to help extend their learning. For example, they demonstrate how to do things and question children to help them think of and share their ideas.

Personal development, behaviour and welfare are good

Staff effectively assess risks in all areas that children use to identify and remove any hazards. The manager deploys staff well to ensure ratio requirements are effectively met and children are well supervised. For instance, during outings, a member of staff always sits with children at the back of the minibus to help ensure they are safe. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they confidently use climbing apparatus outside and develop good balance and physical skills.

Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next steps in their learning and starting school. For example, children communicate confidently, speak clearly and listen to others well. Younger children develop good social skills, such as learning to take turns and share. Children develop their mathematical development well, such as learning to count objects accurately.

Setting details

Unique reference number	100261
Local authority	Barking & Dagenham
Inspection number	1126331
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	40
Number of children on roll	27
Name of registered person	YMCA Thames Gateway
Registered person unique reference number	RP521651
Date of previous inspection	18 May 2016
Telephone number	01708 766 211

YMCA Thames Gateway Romford Preschool registered in 2012. The pre-school is located in the YMCA building in Romford, in the London Borough of Barking and Dagenham. The pre-school opens during school term time only, from 9am until midday each weekday. The out-of-school club runs from the same premises and opens five days a week during school term times, from 3pm until 6.15pm. The holiday multi-activity club operates from 8am until 6pm. The setting employs 11 staff, of whom, 10 hold suitable early years qualifications at level 3 or above. The nursery is in receipt of funding for the provision of free early education for children aged three and four years.

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