

YMCA Taunton Pre-School

YMCA, Lisieux Way, Taunton, Somerset, TA1 2LB



Inspection date	6 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- All children make at least good progress in their learning. The support provided for children who have special educational needs and/or disabilities and for children who learn English as an additional language, is consistently excellent. Extremely strong partnerships with other professionals and a consistent approach to planning ensure that these children make the best possible progress.
- Recent changes to management have had a very positive impact and helped to ensure good-quality outcomes for children. For example, management has introduced a weekly team meeting to involve all staff in evaluating the effectiveness of activities and identifying where they can improve these to further benefit children's learning.
- Children's self-esteem is very good and they show through their behaviour that they feel emotionally secure. For example, children making 'cakes' in the mud kitchen invited others who were watching to join in and they happily shared resources with them.

It is not yet outstanding because:

- Staff do not consistently provide clear explanations about what children are aiming to achieve during activities. For example, some younger children did not understand what 'balanced' meant during a weights and measure activity.
- Although changes to the sharing of information have improved parents' knowledge of their children's ongoing progress, staff gain limited information from most parents about what their children already know and can do when they first attend.

What the setting needs to do to improve further

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

- help children to understand the aims of activities and learning so they fully understand what is expected of them, particularly the younger children, to help them achieve
- involve parents more effectively in helping to identify what their children already know and can do when they first start to attend.

Inspection activities

- The inspector conducted a joint observation of an activity with the manager.
- The inspector observed staff and children engaged in learning activities indoors and outside.
- The inspector spoke to parents, children, management and staff.
- The inspector sampled required documentation relating to safeguarding children and promoting their welfare.
- The inspector sampled children's learning records and systems to monitor the effectiveness of the learning provision.

Inspector

Julie Neal

Inspection findings

Effectiveness of the leadership and management is good

The manager supports staff very well and encourages them to continue to develop their skills. Staff use team meetings effectively to share new knowledge and how to use this to improve children's learning experiences. For example, developing their understanding of how to extend outdoor learning opportunities led to significant changes to outside space and resources. For instance, staff provided resources that have no specific purpose, such as giant reels, planks and wooden boxes, for children to use. The manager's very good monitoring shows how this has led to improvements in children's problem-solving skills and ability to work together, such as when building an obstacle course. Safeguarding is effective. The manager and staff have a very good understanding of local safeguarding procedures. They are experienced in working with other agencies to help protect children from harm.

Quality of teaching, learning and assessment is good

The manager and staff use their very good observations and assessments to monitor children's progress and to plan well for their next steps in learning. The manager's very thorough tracking of individuals and groups of children identifies any gaps in learning, which staff address through the planning process to ensure these close quickly. Overall, staff communicate well with children and make good use of opportunities to extend their learning further. For example, when children asked why the tadpole tank slanted so that it was partly out of the water when it had not been previously, staff encouraged them to refer to the life cycle picture, extending their literacy and their knowledge of the natural world. Children realised the tadpoles were changing into froglets, and they were very excited when they saw one hop out of the water onto dry land in the tank.

Personal development, behaviour and welfare are good

Children enjoy very good activities that encourage their physical development and awareness of how their bodies work. For example, once everyone had arrived in the morning, they enthusiastically took part in a daily 'wake and shake' activity. They moved energetically and with control, and made sure they had enough space to move safely. Children understand about keeping safe and well. For example, during imaginary play, they 'called' 999 for an ambulance when the doll fell over and hurt its leg.

Outcomes for children are good

Children learn very good skills that prepare them well for their next stage in learning, including going to school. They are independent and quickly learn to do things for themselves. For example, two-year-old children helped prepare their fruit at snack time, and they washed, dried and put away their cups and plates. Older children competently use technology. For example, they used the computer tablet to take a picture of an unknown insect, and arranged with staff to look it up on the internet when back inside.

Setting details

Unique reference number	EY501334
Local authority	Somerset
Inspection number	1054034
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	60
Name of registered person	YMCA Taunton
Registered person unique reference number	RP911021
Date of previous inspection	Not applicable
Telephone number	01823 288181

YMCA Taunton Pre-School re-registered in 2016. It operates from the YMCA in Taunton, Somerset. The pre-school is open 8am to 4pm from Monday to Friday, term time only. There are eight staff who work with the children. One member of staff holds an early years degree, one has a level 4 early years qualification, and six staff hold level 3 qualifications. The setting is in receipt of early education funding for children aged two, three and four years old.

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