

YMCA Townhill Nursery and Pre School



Townhill Infant School, Benhams Road, Southampton, Hampshire SO18 2FG

Inspection date	19 June 2019
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 has high expectations for the setting and shows passion for delivering quality education for children. Teaching is consistently strong. Practitioners demonstrate a robust knowledge of the curriculum and use this to progress children's learning.
- The manager supports practitioners' professional development well, through one-to-one supervision. She identifies areas of interest and organises training to enhance their knowledge. This has a positive impact on the overall provision for children.
- Practitioners create a stimulating environment inside and out. For example, children have a story role-play area outside and a large construction area inside. These areas support children's imagination and creative skills and encourage children to work collaboratively with their friends.
- Practitioners support children to develop independence in their personal hygiene. For example, they show children how to use the mirrors when wiping their noses.
- Managers and practitioners work together to engage parents in children's learning. They provide 'home learning letters', to help promote a continuous approach to learning. For example, they share rhymes of the week and the importance of a good bedtime routine for children.
- Parents speak highly of the setting. They form close working relationships with their children's key person and feel well informed about their children's development.
- Practitioners do not use their good knowledge of children's progress to plan activities that sharply focus on all areas of learning.
- Practitioners do not gain a great deal of information about what children know and can do when they first start at the setting. At times, this hinders how staff monitor children's progress from the very beginning.

What the setting needs to do to improve further

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

- sharpen the planning of activities provided so that they consistently build on what children need to learn next
- use the information from parents and initial assessments of children when they first attend to consistently track children's starting points more accurately.

Inspection activities

- The inspector observed the quality of teaching to assess the impact on children's learning.
- The inspector completed a joint observation with the manager to discuss and evaluate practice.
- The inspector sampled documents, including safeguarding procedures, staff suitability checks and children's development records.
- The inspector spoke to parents, staff and children and took into consideration their views.
- The inspector tracked children's learning and development from their starting points to view progress made.

Inspector
Hayley Doncom

Inspection findings

Effectiveness of leadership and management is good

The manager's passion for the setting makes her a positive role model for practitioners. She supports staff to reflect on their teaching practice and uses opportunities such as 'learning walks' to help them improve the pre-school. This helps to support consistent self-evaluation and drives practice forward. Safeguarding is effective. The manager takes the lead role for safeguarding in the setting. She has a robust understanding of her responsibilities in keeping children safe. Practitioners have a sound knowledge of the signs and indicators of abuse, including how to report welfare concerns. The manager meets with each key person to discuss children's development and has recently improved the system for monitoring children's progress. This has helped identify gaps in development and enabled her to extend the support for individual children. This helps to ensure outcomes for children are good.

Quality of teaching, learning and assessment is good

Practitioners know their key children well and challenge their learning effectively. For example, during a mathematics activity practitioners differentiate learning for the individual ages and abilities of children. They challenge older children, by taking some sticks away and adding more, asking 'how many are there now?' as children learn to count confidently. This helps to support children's mathematical skills well. Practitioners' skilful questioning helps develop children's thinking skills such as when practitioners encourage younger children to think and talk about what ingredients might go in a cake. The staff team has worked together to adapt their environment to meet the needs of their children. In particular they notice that children choose to play in the role-play kitchen and enhanced this area further. This has had a positive impact on children's communication and language skills, such as encouraging them to share experiences of their home life.

Personal development, behaviour and welfare are good

Children arrive at the pre-school happy. They develop secure attachments with their key person, which supports their emotional well-being and confidence in the environment effectively. Children are developing their independence well. They are eager to do things for themselves, such as pouring their own drinks at mealtimes. Children behave well. Older children show care for younger children and offer to help them when needed. For example, they help them to put on their boots to go to the garden. Practitioners work closely with parents to support children well. For instance, they work together to successfully support toilet training, to help children gain skills in readiness for school.

Outcomes for children are good

Children make good progress from their starting points. Children in receipt of additional funding and those with special educational needs and/or disabilities are supported well to ensure any gaps in their development close quickly. Children are prepared well for their next stage in their learning. For instance, older children benefit from 'BLAST' sessions to help develop their good listening and attention skills. Younger children develop good pre-writing skills, such as when they experiment with painting using different sized brushes.

Setting details

Unique reference number	EY330639
Local authority	Southampton
Inspection number	10073637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	30
Number of children on roll	59
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Date of previous inspection	12 April 2016
Telephone number	023 80476 283

YMCA Townhill Nursery and Pre School is managed by the YMCA Fairthorne Group. It is one of a number of children's enterprises in Hampshire and the Isle of Wight. It registered in 2006. It operates from one room, on the site of Townhill Park Infant and Junior School in Southampton. The setting receives funding for the provision of free early education for children aged two, three and four years. The nursery is open each weekday from 8am to 5pm for 38 weeks of the year. Seven members of staff work with the children; of these, six have early years qualifications to at least level 2. The manager holds appropriate qualifications at level 5.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

