

# Inspection of YMCA Winchester House Day Nursery and Daycamps

Winchester House, Sandown Road, Shanklin, Isle of Wight PO37 6HU

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Inspection date: 14 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are busy, interested learners who show a strong attitude to exploring and discovering the many opportunities set out for them. They are supported by the skilled staff, who get to know the children well. For example, older children practise using scissors and pretend to write on paper. Staff set up 'story strings', such as pictures of 'Goldilocks and the Three Bears' to encourage children to talk, listen and develop their pre-reading skills. Children recognise characters in books, such as 'Superworm'.

The highly dedicated manager and her staff have high expectations for all children to achieve. This includes the high proportion of children with special educational needs and/or disabilities (SEND). Staff recently adapted the storeroom into a sensory room that children love to visit. For example, when given their 'point of reference' of a glitter jar, children joyfully follow the routine and go to the sensory room. The SEND coordinator uses sign language and good teaching strategies to support their needs effectively. All children behave well. Staff are good role models and re-enforce the boundaries and expectations throughout the day.

Children show they are content at nursery and feel safe, particularly the babies. They smile happily and snuggle in to their key person with their comforter just before nap time. Babies are happily engaged when they explore paint with toy animals. They demonstrate the vocabulary they know and show a good understanding. Babies take pleasure in the sensory feeling of painting their faces, using their hands. Older toddlers comfort younger ones affectionately, displaying a warm and friendly nature.

### **What does the early years setting do well and what does it need to do better?**

- Since the last inspection the provider has put in place an enthusiastic and motivating manager. She has successfully raised the quality and practice at the nursery. The actions have been fully addressed and the staff have risen to the challenge of the manager's high expectations. There is a clear vision for the future, which includes accurate improvement plans such as more emphasis on mathematics. However, the learning environment is uninspiring in some areas.
- A re-focus on the quality of teaching and robust monitoring by the management team ensures children's learning experiences match their needs well. Staff have recently adapted the way they plan for children's learning experiences, which is having a positive effect on children. There is strong focus on children with SEND and working with other agencies.
- The key-person system works extremely well, which is very noticeable in the baby room. Babies quickly bond with their key person and staff have a complete understanding of their role and how to support babies emotionally. They offer

warm and nurturing cuddles and care which babies thrive upon.

- Continuous training and support for staff development is very good. The SEND coordinator is well trained and makes sure plans are in place and implemented well by all staff to help children make good progress. Managers and room leaders meet regularly and there are clear lines of accountability. Any underperformance of staff is tackled swiftly through scrutiny of practice and appropriate action taken.
- Partnership with parents is good with clear lines of communication between home and nursery. Parents report positively about the staff and the benefits that attending nursery brings to their child. Information is given to parents about how they can support their child at home. However, the home learning opportunities are not specifically tailored to the needs of the parents in the community.
- Children enjoy the entertaining and exciting experiences offered to them. They are well behaved and develop good skills and knowledge for future success in life. They are well motivated and make choices from the stimulating play activities. For example, a group of boys pretend to be builders with hard hats, bricks and measuring tapes. They work together harmoniously with friends to design and construct a model building.
- Children enjoy the healthy and nutritious food during the social midday mealtime. They all sit together with friends and staff who create a relaxed, family atmosphere. Staff pay good attention to children with allergies and are fully aware of the first-aid arrangements to maintain children's good health.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are well trained in child protection. They are confident at recognising and reporting any signs that may indicate a child is at risk of harm. This includes familiarity with identifying wider safeguarding issues, such as radicalisation. The provider and manager ensure there is high emphasis on safeguarding children throughout the nursery, for example, during supervision and staff meetings. They follow correct reporting procedures when concerns are raised, including notification to the local designated safeguarding officer and Ofsted. The provider follows safer recruitment procedures well when appointing new staff, which includes a specific safeguarding interview.

## **What does the setting need to do to improve?**

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

- strengthen the quality of education to an outstanding level, with higher emphasis on mathematics development and enhancing the play spaces, indoors and outdoors

- strengthen the engagement with parents of home-learning opportunities by making it more tailored to the needs of families who attend from the community.

## Setting details

<b>Unique reference number</b>	EY337340
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10085967
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	YMCA Fairthorne Group
<b>Registered person unique reference number</b>	RP906223
<b>Telephone number</b>	01983 862441
<b>Date of previous inspection</b>	15 November 2018

## Information about this early years setting

YMCA Winchester House Day Nursery and Daycamps registered in 2006. It operates within YMCA's premises in Shanklin, Isle of Wight. The nursery and pre-school are open each weekday from 7.30am to 6pm, for 51 weeks of the year. The day camps are open each weekday from 8am to 6pm during school holiday periods only. There are 14 staff employed who work directly with the children, all of whom hold a relevant early years qualification at either level 2, 3, 5 or 6. The pre-school receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Wardlaw

## Inspection activities

- The inspector conducted a learning walk with the manager to discuss how they organise the early years provision, including the aims and rationale for their curriculum.
- The inspector conducted a joint observation with the manager and evaluated the quality of teaching.
- The inspector observed children playing and learning and talked to children and staff.
- The inspector spoke to a sample of parents to gain their views of the setting.
- The inspector held a leadership and management meeting with the manager of the setting to discuss safeguarding arrangements and sampled documentation.

We carried out this inspection 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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