

Inspection of YMCA Millbrook Preschool

Footsteps, Helvellyn Road, SOUTHAMPTON SO16 4AS

Inspection date: 26 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children helpfully carry paint bottles across to the creative table. They display self-reliance as they independently squeeze a selection of their favourite paint colours into pots. Older children refer to previous learning as they name the shapes they paint on their paper. Children feel safe to express their individuality as they shake their bodies to the rhythm of favourite songs. They confidently sing the names of other children in their key group. Children learn how to play a part in protecting the planet. They dispose of vegetable peelings in the compost bin and staff talk to them about different types of recycling. Children happily contribute to the daily routine when they team up to wash cups after the morning snack. However, the lunchtime routine does not work quite as well for children. It can be noisy after lunch and this unsettles some children.

Partnerships with other professionals and practitioners who work with children are strong. Staff are quick to identify children who need extra support. They encourage professionals to come into the setting and assess individual children. Staff are heavily invested in helping children from a variety of backgrounds, including those with special educational needs and/or disabilities, to achieve good outcomes. Staff display pride and excitement as they discuss personal breakthroughs children have made in their development.

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

- The manager makes staff aware that their views are central to improvement plans within the pre-school. The manager and staff collaborate closely to develop the quality of equipment available to children. Recently, they introduced more opportunities for children to experiment in an enjoyable way with natural resources. The manager is aware that occasionally there are inconsistencies in the quality of teaching. Not all interactions between staff and children are of the highest quality. The manager is continuing to develop systems to identify any areas of weakness to improve this aspect of practice.
- The move to school is strategically planned so that both parents and children are well prepared for change. For instance, staff introduce parents to children's teachers. They help alleviate parents' worries about how children will respond to change. Staff talk to children about what to expect when they move into Reception class.
- Staff partake in a range of initiatives which allow them to support children. For example, grocery stores provide the pre-school with fresh produce. Staff at the pre-school distribute this to families in the local area. Children have more access to a variety of fresh fruit and vegetables at home.
- The key-person approach is successfully embedded in the pre-school. Recently, staff attended training to help them strengthen this area of their practice. Staff

have a thorough knowledge of children's backgrounds. They know about children's individual interests. Children form secure attachments to their key person.

- Parents praise the commitment of staff and the unwavering support they provide families. Staff offer parents opportunities to talk about any sensitive issues. They attempt to resolve any issues quickly whenever possible. Staff encourage parents to provide a full picture of children's development when they first start at pre-school. They ask them to give details of children's allergies and intolerances. They also speak to parents about children's food preferences and cultural requirements. Snacks they serve are appropriate for the needs of individual children.
- The caring manager checks that all staff are comfortable in their roles. She holds regular supervision meetings and checks if there are any issues they need to address. Newer staff are subject to a comprehensive induction within the organisation. They are confident to ask questions about the pre-school's policies and procedures. The staff team welcomes new colleagues and offers support and advice.
- Staff provide a high standard of care for all children. They are continually attentive to children's needs. They demonstrate this when they remind all children to wrap up warm in the cold while they are out in the garden. They help children to develop a good hygiene routine and they remind children to wash their hands to remove paint. The move into afternoon play after lunch is delayed. This causes minor disruption and children are slightly restless.

Safeguarding

The arrangements for safeguarding are effective.

The manager regularly initiates conversations with staff about safeguarding. She tests their responses to a range of situations and she helps them to address any gaps in their safeguarding knowledge. Staff are quick to approach the manager if they have any concerns about children's well-being. The manager confidently shares important information about children with agencies responsible for safeguarding, such as social workers in the local authority team. Senior safeguarding officers within the wider organisation are very helpful. They provide additional guidance about safeguarding whenever the manager asks for it.

What does the setting need to do to improve?

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

- strengthen the processes to monitor teaching further, in order to ensure that staff interactions with children are consistently of a very high quality
- review lunchtime routines to make sure that they meet the needs of all children.

Setting details

Unique reference number	EY552021
Local authority	Southampton
Inspection number	10126979
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	2 to 8
Total number of places	55
Number of children on roll	58
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Telephone number	07769658033
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Millbrook Preschool in Southampton registered in 2017. The setting is open from 8am to 4pm on Monday to Friday, throughout the year. The breakfast club for local school children is available from 8am to 8.45am. There are seven qualified staff. The manager holds early years professional status, and five members of staff have attained appropriate childcare qualifications at level 3. Another member of staff holds a childcare qualification at level 2. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Julie Bruce

Inspection activities

- The manager accompanied the inspector on a learning walk and they talked about how staff and children use different rooms.
- The inspector met with parents to gauge their opinions about the pre-school and the support staff offer parents and children.
- The manager and her staff team shared with the inspector details about safeguarding policies and procedures.
- The inspector and the manager observed a planned activity, and they discussed and evaluated what they had seen.
- Staff spoke to the inspector about children in their key groups and the progress they are making in different areas of the curriculum.

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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