

# Inspection of Ymca Mansion House Preschool

St. Patricks Rc School, Corsham SN13 9HS

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Inspection date: 23 January 2020

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is inadequate**

Children's welfare cannot be assured due to weaknesses in safeguarding. Although staff keep their child protection and safeguarding training up to date, they do not act on information to keep children safe. This potentially puts children at significant risk of harm.

Children benefit from a well-organised and well-resourced environment where they can make their own choices about what they would like to do. For instance, children enjoy playing with the dough to make their own models. However, staff do not consider how they can offer children the challenge that they need to make the best possible progress in their learning. Staff do not make accurate assessments of children's progress, which means staff are unable to tailor activities appropriately for all children's needs.

Overall, most children are happy and settled. Children are independent and follow the routines set by staff without adult support. Staff set clear rules and boundaries which help children to know what is expected of them. All children behave well. Most children form good relationships with their peers. However, children who speak English as an additional language are not given the support that they need. Staff do not help them to learn to communicate, develop their language and make relationships with staff and other children in the pre-school.

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

- Leaders and staff do not implement the safeguarding procedures. Staff do not recognise all signs that a child is at risk of harm or know when to take action if new information about a child emerges. Leaders do not use information that they receive to monitor children's welfare and act on concerns in a timely manner.
- Staff work with parents to gather key information about children's needs and interests when they first attend the setting. Staff regularly involve parents in getting to know children's care routines and interests. Parents are well informed about their children's day. For instance, they have regular updates and photographs of their children engaging in activities.
- Staff provide children with a broad range of experiences to learn about their local community. They take part in local events, for instance children decorated a Christmas tree in the local church and they enjoy visits the shops to buy snack and have a drink. Children go on frequent welly walks in the surrounding area and make observations about things that are changing in their environment.
- Overall, staff interact positively with children. They follow children's interests and play alongside them, asking questions and listening to what children have to say. However, children who speak English as an additional language struggle to

join in and be engaged in activities. Staff do not take action to support these children to develop their language and communication skills further.

Consequently, these children do not make as much progress as their peers.

- Staff do not always have an accurate understanding of what children know and can do. Consequently, they do not identify gaps in children's learning and ensure intervention and support is obtained at an early stage. Some children do not receive sufficient challenge and consequently do not make the best possible progress.
- Staff recognise that some children learn better outside and need more space to move around. They provide children with opportunities to play in the garden throughout their day at pre-school. Children play imaginatively with the resources provided. For example, they giggle and scream as they pretend that they are hunting monsters.
- Leaders review the environment and make changes to meet the children's interests. The new manager has worked with staff to develop the pre-school layout. This has had a positive impact on the way in which some children use the different areas. However, leaders have not identified the weaknesses in teaching and gaps in assessment. They do not carry out regular checks of practice to ensure staff follow safeguarding procedures.
- Staff work well with other professionals to support children with special educational needs and/or disabilities. They use the advice of the professionals to adapt the resources and risk assess the play areas, so they are inclusive of children's needs.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff compromise children's safety because they do not implement the safeguarding procedures effectively. Although staff and leaders are aware of the procedures they should follow if they have concerns about children's welfare, they do not always pursue information given to them from parents as part of the induction process. Staff do not act on new information to keep children safe or recognise when concerns of a safeguarding nature arise. Leaders do not monitor concerns around children's well-being closely enough. Leaders follow suitable procedures to check that staff are suitable for their roles. Staff deploy themselves well to ensure that children are appropriately supervised.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure information about safeguarding and children's well-being is acted on following the local safeguarding partnership procedures	07/02/2020
provide effective support for children who speak English as an additional language, to enable them to communicate, fully engage in their play and learning and make as much progress as their peers	28/02/2020
ensure assessments of children's development are an accurate reflection of their true capabilities and use this information to identify next steps in children's learning	28/02/2020
improve the quality of teaching to provide children with appropriate challenge that builds on what they know and can do, to help them to make the best progress possible in their learning	28/02/2020
improve arrangements to monitor the quality of practice, to ensure managers and staff are clear about their roles and responsibilities and are confident to identify priorities for improvement.	28/02/2020

## Setting details

<b>Unique reference number</b>	EY550445
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10130855
<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>	2 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	YMCA Bath Group
<b>Registered person unique reference number</b>	RP904153
<b>Telephone number</b>	01249712569
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA Mansion House Preschool registered in 2017 and is situated in Corsham, Wiltshire. The pre-school is open from 8am until 4pm, Monday to Friday, during term time only. It is registered to accept funding for the provision of free early education for children aged two, three and four years, including the extended 30 hours offer. There are eight members of staff who work with the children. Of these, two are qualified at level 4 and six at level 3.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The manager gave the inspector a tour of the nursery and explained how the curriculum is delivered.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and qualifications.
- A meeting was held between the inspector and the manager.
- The inspector spoke to parents, staff and children and took account of their views.
- The inspector observed the quality of teaching in all areas of the nursery and the impact that this has on children's progress.
- The inspector carried out a joint observation of an activity with the manager and discussed its effectiveness.

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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