

Inspection of YMCA Childcare - St Margaret's Road

St Margaret's Road, Lowestoft, Suffolk NR32 4HW

Inspection date: 10 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education for two-year-old children is variable. For example, activities led by adults are not consistently well planned to meet the individual needs of children. They become restless at these times and quickly lose interest. However, when two-year-old children are able to choose freely what they would like to play with, they show much higher levels of enjoyment and engagement. During outdoor play, they explore and investigate the 'water wall'. They excitedly fill up jugs, pour water and splash in puddles. Older children show consistently higher levels of interest in adult-led activities. For instance, children work with staff in smaller groups, which means they have more time to talk and contribute their ideas.

Children happily say goodbye to their parents and carers, and settle in the nursery with ease. They show they have close bonds with their key person, greeting them with hugs and smiles. Children are learning to take turns, share and think of others. However, when there is a change in the activity, the atmosphere sometimes becomes chaotic. Children then lose focus on what they are doing. Despite this, children learn how to keep themselves safe when they help staff check the outdoor play area. Children have opportunities to contribute their views, such as choosing a new climbing frame for the large outdoor area.

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

- Two-year-old children enjoy a wide range of activities during free play. They develop their knowledge and understanding during these times. They explore toy animals in paint and find out about textures of foods. However, the activities for two-year-olds which involve large groups of children are not carefully tailored to their stage of development. Story-time sessions last too long and many children lose concentration. Although staff notice the story has not captured the children's interest, they continue to ask them to sit down and listen, when they wish to play instead.
- Older children benefit from songs, rhymes and stories which help them develop language. They enjoy pretending to make a cake and sing a song about 'chop, chop, chopping', while tapping their wooden sticks to the rhythm. Older children listen eagerly to stories. They join in with the story using finger puppets and offer their thoughts and ideas. Older children are gaining a range of skills they need for school.
- The manager works with staff to identify successful ways to spend children's additional funding. Older children benefit from dedicated time with staff. They take part in a 'dough disco', practising movements to help their coordination and developing hand muscles. Children keenly show their enjoyment and talk about how they can mould the dough in time to the music and compare the size of

their creations.

- The special educational needs coordinator shows dedication to her role. She works with staff to monitor children's development and identify where they could benefit from additional support. Staff work in close partnership with other professionals to seek advice and guidance.
- Parents are successfully involved in children's care and learning. Staff visit children at home before they start at the nursery to build positive relationships. Parents speak highly of the staff and how they support them through difficult times. Parents feel well informed about their children's learning and are often given ideas of how they can continue their child's education at home. Staff support parents and children who speak English as an additional language. They translate policies for parents and display words in children's home languages.
- Children have many opportunities to play outside. They have freedom to run, jump and build. Staff offer additional experiences and take children to visit an allotment. However, sometimes, when children get ready to play outside, the noise level rises and the daily routine becomes disorganised. This affects some children's confidence and participation.
- Although the manager and deputy offer regular supervision meetings and professional development to staff, these have not been focused on addressing the weaknesses identified during the inspection. However, staff speak well of the supportive team and opportunities for promotion. The manager supports staff's mental health and well-being. She encourages them to talk about concerns and helps them to seek guidance, when required.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her deputy have a secure knowledge of their roles as safeguarding leaders. They regularly speak to staff about the well-being of their key children and ensure that staff are confident to follow safeguarding policies and procedures. Staff speak knowledgeably about signs of abuse and neglect, and understand how to record and report their concerns. The manager works with staff to swiftly seek advice or make referrals if they are concerned about a child's welfare. Robust procedures are in place to deal with allegations against those working with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

improve learning opportunities for two-year-old children, to ensure they consistently benefit from experiences that are specifically tailored to their individual needs and stage of development.	10/03/2020
---	------------

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

- review and adapt the organisation of daily routines to enable children to understand what is expected of them and remain focused and confident.

Setting details

Unique reference number	EY560834
Local authority	Suffolk
Inspection number	10133385
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 to 12
Total number of places	55
Number of children on roll	74
Name of registered person	YMCA Trinity Group
Registered person unique reference number	RP560833
Telephone number	01502 585882
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Childcare - St Margaret's re-registered in 2018. The nursery opens from 8am to 6pm all year round, apart from bank holidays and one week at Christmas. The nursery offers out-of-school care for children attending local schools. A holiday club is provided during school holidays. There are 13 members of childcare staff, 12 of whom hold qualifications at level 3 and above, including two at level 6. The nursery provides funded education places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Hyett

Inspection activities

- The inspector carried out a tour of the nursery with the manager and deputy. They talked about the learning experiences offered to children and how the nursery is organised. The inspector observed children during planned activities and free play and assessed the impact these have on their learning.
- The inspector carried out a joint observation with the manager. They held discussions around the quality of education and staff development.
- The inspector held a meeting with the manager, deputy and a representative of the provider. She spoke with the special educational needs coordinator.
- The inspector spoke to parents and children to obtain their views.
- The inspector reviewed relevant documents, such the safeguarding policy and evidence of suitability checks for staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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 <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020