

Inspection of YMCA Childcare Grundisburgh

Grundisburgh Early Years Centre, Alice Driver Road, Grundisburgh, Woodbridge,
Suffolk IP13 6XH

Inspection date: 9 March 2022

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
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 is compromised. There are significant weaknesses in the staff's safeguarding knowledge and the provider fails to identify concerns. Where concerns are raised about children's welfare, these are not acted on swiftly enough. This puts children's welfare at risk. Yet, children do enjoy their time at the setting and make good progress in their learning.

Children develop independence and make choices in their play. They follow instructions to make play dough, put on coats and carry out their own risk assessments in the garden. Children are keen to explore and exercise in the well-resourced outdoor area throughout the day. They access a range of resources that relate to their individual needs and interests. Children engage in many opportunities for imaginative play with the supportive staff. They confidently join in with singing activities, which help to develop their communication and language skills. Children delight in the staff's enthusiasm as they join their play. They enjoy digging and hunting for insects, and excitedly show the creatures they find to their peers and adults. Children enjoy using a wide range of equipment for mark making. For example, they create marks with water and draw with pens on a whiteboard.

Children talk about their feelings and behaviours. They take part in good hygiene routines throughout the day. Children independently wash their hands before snack and collect their own tissues to wipe their nose when needed.

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

- Safeguarding procedures are ineffective. Staff members do not have enough knowledge to identify possible safeguarding concerns. Managers fail to make sure the setting's safeguarding policy is implemented when there are concerns about children's welfare. For example, they do not act quickly enough to report concerns to the relevant agencies within the local safeguarding partnership.
- Leaders and managers do not provide staff with opportunities to talk in depth about safeguarding matters. This means that leaders and managers do not pick up on weaknesses in staff's understanding of safeguarding procedures.
- Partnerships with parents are positive. Parents speak well of the setting and feel the staff know their children well. They comment that they feel they have a good level of feedback. For example, information about their child's progress and care practices is readily available. Parents express that their children talk positively about the setting and are always excited to attend.
- Children are supported to develop their communication and language skills. For example, they enjoy engaging stories with enthusiastic practitioners, who use props to help extend learning. This helps children to develop their vocabulary.

- Staff support children to explore their changing emotions. They provide welcoming and calm areas, where children explore books and sensory resources. This helps children to feel confident to talk with a supportive adult about their feelings.
- Children with special educational needs and/or disabilities make good progress. Staff identify gaps in children's learning and use the children's current interests to extend learning.
- Staff members have a secure understanding of their children's learning needs. They are aware of their next steps in learning and plan accordingly, following the children's interests. For example, staff provide interesting materials, such as raw cabbage and lettuce leaves, to extend children's imaginative play with dinosaurs.
- Staff form good relationships with their key children. This helps children to feel safe and secure. However, weaknesses in staff's safeguarding knowledge do not assure children's well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff do not have adequate safeguarding knowledge. They are unable to identify signs of possible abuse and neglect at the earliest opportunity. They do not respond in a timely and appropriate manner to concerns raised. This means that children are not protected from possible abuse or neglect. Staff members are confident in the procedures to follow if they had a concern about an adult working with children.

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:

	Due date
ensure all managers and staff have an up-to-date understanding of how to identify concerns about children and refer these, without delay, to the relevant child protection agencies	31/03/2022
improve the arrangements for the supervision of staff so they are provided with coaching and support, issues are addressed as they arise, and staff's knowledge of safeguarding matters is monitored effectively.	31/03/2022

Setting details

Unique reference number	EY560837
Local authority	Suffolk
Inspection number	10190809
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	
Number of children on roll	25
Name of registered person	YMCA Trinity Group
Registered person unique reference number	RP560833
Telephone number	01473 738017
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Childcare Grundisburgh registered in 2018. It is situated in Grundisburgh, Suffolk. The setting employs seven members of childcare staff. Most staff hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday during school term time. Sessions are from 8am to 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzie Squirrell-Hughes

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector carried out a learning walk of the setting and discussed the early years curriculum.
- The inspector observed the quality of interactions both indoors and outdoors.
- Staff spoke to the inspector during the inspection and the inspector took their views into account.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- Parents shared their views of the setting with the inspector.

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 2022