

# Inspection of Chelmsford YMCA @ Baddow Hall

Baddow Hall Junior School, New Road, Great Baddow, CHELMSFORD CM2 7QZ

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Inspection date:

5 October 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children attend this provision with great joy and enthusiasm. They have many opportunities to choose what they would like to explore and access with help and support from the staff. The environment is stimulating with fun and exciting activities. For example, children enjoy exploring the home corner, pretending to be doctors. They play well together and engage in conversations with each other. This helps strengthen their social interactions and builds on their confidence and self-esteem.

Children have strong relationships with the staff and understand the provision's established routines. Children are confident to approach staff, such as to ask for help supplying new resources and activities. They enjoy the large outdoor space and have many opportunities to be active and learn about healthy lifestyles. For example, children engage in a game of tennis to further develop their gross-motor skills. They are following the rules of the game with confidence and work as part of a team. Furthermore, children are fascinated to engage in an archery activity outdoors. This helps them consolidate their hand-to-eye coordination and concentration skills.

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

- Staff offer an inclusive practice. They take children's views and interests into consideration when planning a range of fun and exciting activities. Staff meet with the children at the beginning of each term to discuss what they would like to explore and have access to. For example, they decide on topics for activities based on current events.
- Staff are excellent role models for the children. They model language well and engage in meaningful conversations with the children. Staff support children's independence, creativity and imaginative skills. For example, they encourage the children to use a wide array of materials and mark-making tools to create collages of foxes, while discussing different techniques and how to use scissors safely.
- Children enjoy exploring a construction activity, working together as a team to build a large structure. Furthermore, staff engage in discussions with the children to support their problem-solving and critical-thinking skills.
- Children behave very well and have excellent manners. They show high levels of respect towards their peers and staff. For example, at dinnertime children show their gratitude towards the staff who cooked their meal. Staff give clear instructions and explanations, and children understand the expectations for appropriate behaviour.
- Staff engage very well with the children. They are warm and caring and

continuously praise children's achievements. When obstacles occur, staff encourage the children to persevere. This helps build children's resilience and self-esteem.

- Staff benefit from regular supervision meetings and training that enable them to develop their practice and knowledge. They feel very well supported in their role and career growth. In addition, they say they are happy working at this provision.
- Leaders have a clear and ambitious vision for the provision. They constantly reflect on their practice and strive to deliver high-quality care and inspirational activities for the children. Leaders value the staff and place a great emphasis on their well-being and professional growth.
- Partnerships with parents are strong and effective. Parents comment how inclusive and supportive the staff are. They praise the fun and exciting activities the children have access to. Staff work well with the parents to find out about the children's needs and interests. This promotes good continuity of care and adds value to the provision's overall practice.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff and leaders have a sound knowledge and understanding of safeguarding, including wider aspects such as county lines. They also have a deep knowledge and understanding about how to deal with disclosures and make referrals to relevant professionals, to protect children from harm. There is a robust induction process in place to ensure all staff complete regular and relevant training to keep their safeguarding knowledge up to date. Policies and procedures are robust and effective and updated regularly. These are implemented accordingly and shared with staff and parents. Furthermore, effective staff deployment means that children are well supervised and cared for. This helps to assure children's safety and welfare.

## Setting details

<b>Unique reference number</b>	EY357418
<b>Local authority</b>	Essex
<b>Inspection number</b>	10233710
<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>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	YMCA Essex (Trading) Ltd
<b>Registered person unique reference number</b>	RP520389
<b>Telephone number</b>	01245 355677
<b>Date of previous inspection</b>	30 November 2016

## Information about this early years setting

Chelmsford YMCA @ Baddow Hall registered in 2007. The club opens five days a week during term time. Sessions are from 2.45pm to 6pm. The club employs four members of childcare staff. Of these, one holds a degree in early years education and one holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Anca Sandu

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact on the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The provider showed the inspector around the provision. They discussed how the provision, and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed the impact this has on children's well-being and learning.
- The inspector had a discussion with the staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the leaders. She looked at the relevant documentation and reviewed evidence of the suitability of the staff to work with children.

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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