

Inspection of Chelmsford YMCA @ Westlands Primary School

Westlands Primary School, Beeches Close, Chelmsford CM1 2SB

Inspection date:

7 October 2022

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy attending this warm before- and after-school setting. They settle quickly, making close friendships with other children. Children know and confidently follow routine well. Staff are friendly, enthusiastic, and supportive. They warmly welcome children, addressing them by their names and asking them about their day at school. Children develop close bonds with staff. They feel comfortable and gain confidence in their surroundings.

Children behave very well and are familiar with the setting's rules and boundaries. They show high levels of respect towards their peers and staff. Staff set rules and expectations with clear routines. Children feel secure in these, knowing what to expect and what is expected of them each day. For example, children know to wait for staff during home time.

Children enjoy taking part in a variety of activities, indoors and outdoors. They excitedly join in with the challenging and interesting play experiences that staff plan for them. For example, children enjoy cutting and modelling with a range of colourful dough and making links with everyday objects. Children form strong friendships and enjoy each other's company. This helps them build on their social and creative skills.

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

- Children benefit from an outdoor space that provides a safe and stimulating area for them to explore and play in. Staff support the physical well-being of the children and provide good opportunities for energetic play. Staff plan outdoor activities that help children of all ages and abilities to try new things. For example, introducing and teaching children archery and encouraging children to have a go. Other children delight as they play their favourite football, hoops, and slides. This helps raise children's self-esteem and has a positive impact on their confidence.
- Staff engage very well with the children. They recognise the importance of good quality interactions with children and ensure they adapt activities, routines, and conversations as an opportunity to learn something new. For example, staff talk with children about bacteria that are good for our bodies. Children are warm and caring and display high levels of enthusiasm. Staff compliment children's successes and achievements. This helps to support children's emotional well-being.
- Children thoroughly enjoy the healthy meals that staff provide. Staff ensure children's dietary needs are met by providing alternative meals whenever needed. However, they recognise that further improvements can be made in

terms of the timings of snacks and meals.

- Staff make provision to ensure good support for children with special educational needs and/or disabilities. Staff work closely with schools and parents to provide support tailored to each child, using strategies that are being used at home and school. This helps children to regulate their emotions and have a positive experience.
- Leaders are reflective about their practice and are keen to make improvements to the setting, such as possible changes that would further support children and improve parental involvement. Staff reflect on what children enjoy and discuss how they can improve their practice, share ideas, and make suggestions. They take into account children's interest and views.
- Staff benefit from regular supervision meetings that enable them to develop their practice and knowledge. They say that they are happy working at the club and feel very well supported in their role. Leaders are committed to staff's professional development. They have a clear plan of what training is needed to improve staff knowledge. The leaders liaise with the local authority for advice, and with the setting's internal training and information support to stay up to date with changes within the sector.
- Parent partnerships are strong. Parents report confidence in leaving their children in the care of the friendly staff. They appreciate the regular communication and information on what children enjoy each day. They state they would highly recommend the setting to others in the area.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good knowledge and understanding of safeguarding and child protection policies. Staff have a suitable awareness of the signs and symptoms of potential abuse and neglect, including the risks arising from exposure to extreme behaviours or views. Leaders have robust recruitment procedures in place to ensure that all new staff are thoroughly checked for suitability. They receive regular safeguarding updates from the setting's internal system and the local authority about changes in safeguarding and wider issues. Staff regularly risk assess the environment and resources to ensure potential hazards are removed.

Setting details

Unique reference number	EY290962
Local authority	Essex
Inspection number	10233655
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	56
Number of children on roll	82
Name of registered person	YMCA Essex (Trading) Ltd
Registered person unique reference number	RP520389
Telephone number	01245 355677
Date of previous inspection	12 December 2016

Information about this early years setting

Chelmsford YMCA @ Westlands Primary School registered in 2004. The club opens from Monday to Friday, during school term times. Sessions are from 7.30am to 8.45am and from 3pm to 6pm. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and 4, including the manager.

Information about this inspection

Inspector

Taiwo Oladele-Disu

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken this into account in their evaluation of the club.
- Leaders showed the inspector around the club and explained how the play environment is organised.
- The inspector had discussions with leaders to explore how the club is led and managed.
- The inspector spoke to staff at appropriate times during the inspection.
- Children spoke to the inspector about what they enjoyed doing in the club.
- Parents told the inspector what they thought about the provision and staff, and their views were considered.
- The inspector reviewed relevant documentation.

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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