

Inspection of YMCA Weston Park Nursery and Pre School

Newtown Road, Weston, Southampton, Hampshire SO19 9HX

Inspection date:

14 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

The manager and members of staff are very committed to providing high-quality care and education. Staff know children well and they tailor their approaches to teaching, to ensure children's individual needs are met. For example, staff support children's language effectively. Children have access to communication-friendly spaces, where they hide in tepees and explore books with friends. Children, including those with special educational needs and/or disabilities, make good progress in their learning and development. Children feel safe. They happily select the activities that interest them, which contributes to their sense of belonging and confidence.

Staff provide opportunities for children to develop an interest in and deeper understanding of the natural environments, such as through their forest school sessions. For instance, children learn about various types of trees and insects, such as ants, snails and spiders. Children show positive attitudes to learning. They are very excited to learn about different occupations, such as doctors. They are very eager to explore stethoscopes and apply plasters. Children learn that some rules are in place to help to keep them safe. Staff support children to develop confidence and listening skills. For example, staff tell children they cannot let the neighbouring cat inside the pre-school for safety reasons. Children continue to observe the cat through the windows, as they show great levels of cooperation and self-control.

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

- Children benefit from a well-designed curriculum that prioritises their individual needs. The education programmes and activities reflect the children's personal experiences. The manager and staff have considered the impact of the COVID-19 pandemic on children's learning and have successfully identified priority areas. This helps to support children's welfare and well-being and helps them to make good progress in their development.
- Children benefit from a good language environment that supports their communication skills in an effective way. They have access to resources such as visual cues for key elements of the routine, to support children's comprehension skills. For instance, the snack table has cards with a picture and the name of the fruits, a numeral and symbols representing the number. Staff use sign language to aid children's communication. This supports children's attention and extends their vocabulary well.
- The staff create a positive learning environment to help promote children's independence skills. For example, children select their snack and pour their own drinks. They open their lunch boxes and put litter in the bin when they finish. Children wash their hands, and use a tissue dispenser to clean their noses. They learn how to manage their own personal needs with effective support from staff.

- Overall, children behave well. The expectations for their behaviour are generally clear, and most staff have a good understanding of how to manage behaviour effectively. They use strategies to re-engage children in their learning. However, they are not always applying them consistently, such as when staff ask children to complete or follow the task.
- Children have opportunities to be physically active and they enjoy being in the fresh air. Staff support children to take risks during their play, when they walk through the 'wobbly bridge'. Children build strong muscles when they use equipment such as the climbing ropes. This helps to enhance children's physical and emotional development.
- Staff promote writing well. Children enjoy writing 'tickets' as part of their imaginary play. They confidently select equipment such as clipboards and make marks on them. They give their marks meaning as they pretend to write the fee staff need to pay. These opportunities help children develop their literacy skills, which prepares them for when they go to school.
- The manager and staff are very resilient and committed to ensure they provide exciting activities across all the areas of learning. They complete regular observations of practice to help identify further areas of training effectively. The manager is skilful and offers precise, high-quality feedback to staff. This ensures that the quality of teaching is continually enhanced.
- Parents feel their children make good progress in their learning. They comment that staff regularly share children's experiences and their learning intentions. Parents say they receive ideas on how to support their children at home. They feel their children are happy and enjoy their time at the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their responsibilities to keep children safe. They have a secure knowledge of the signs and symptoms of abuse, and actions to take should they be concerned about a child's welfare. Staff have a good awareness of a range of safeguarding issues, such as those relating to the 'Prevent' duty. Staff and managers work effectively with families and other agencies to ensure that early intervention is promptly addressed. The pre-school follows robust safer recruitment practice, to ensure that staff are suitable to work with children. Staff carry out daily risk assessments, which ensures children are safe.

What does the setting need to do to improve?

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

- ensure staff are consistent when managing the expectations they have for children's behaviour.

Setting details

Unique reference number	EY330646
Local authority	Southampton
Inspection number	10228108
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 at time of inspection	2 to 4
Total number of places	32
Number of children on roll	43
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Telephone number	023 8043 1186
Date of previous inspection	16 January 2017

Information about this early years setting

YMCA Weston Park Nursery and Pre School is located in Weston, Southampton. It registered in 2006. The setting is open Monday to Friday during term time only, from 8am to 4pm. There are six staff employed. Of these, four hold qualifications at level 3 and above, and one holds a qualification at level 2. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Karolina Klepacka

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum for the pre-school is organised.
- The inspector observed the consistency and the quality of teaching during activities, and assessed the impact this has on children's learning and behaviour.
- The inspector spoke to the manager and members of staff at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of relevant documentation, including suitability checks.

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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