

Inspection of YMCA Winchester House Day Nursery and Daycamps

Winchester House, Sandown Road, Shanklin, Isle of Wight PO37 6HU

Inspection date: 20 January 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy their time at the setting. They arrive happily and eager to play. Children develop secure relationships with staff. They are keen to share their news as staff listen intently and respond with interest. Staff meet babies' basic needs with nurture and sensitivity. For example, staff recognise when young children are sleepy. They provide cuddles and soothing reassurance as babies drift off to sleep. This helps children feel safe and secure.

Children have lots of opportunities to develop an understanding of basic mathematical concepts. For instance, older children learn to count to correspond to the value of ten as they count seeds. Staff introduce simple addition such as 'more' or 'less'. Children explore shape and size. Staff encourage children to think critically. For example, children explore why their gloves will not fit an adult. They discover that their glove is 'too small' for the adult and that the adult's hand is 'too big'. However, teaching is inconsistent and children do not benefit from a strong curriculum across all areas of learning.

Children form strong friendships. They show confidence and kindness as they play alongside or interact with others. Children learn about right and wrong and remind each other to share during play. They are eager to learn. However, some focused activities do not provide suitable challenge for those who need it. This has an impact on children's behaviour and learning.

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

- The manager and staff have a clear vision on what they want children to learn during their time at the nursery. This takes into account children's prior experiences and interests. However, systems to monitor staff practice are not robust. Staff do not receive the coaching and support to ensure the quality of teaching is consistently good. This means that activities are not always suitably ambitious for all children. As a result, some children disengage and wander off. This has an impact on the level of progress children are able to make.
- The support children receive to develop their early communication skills is variable. Older children have lots of opportunities to develop their speech and language. Staff working with older children model language well. For example, they adapt their communication to reflect the needs of individual children. However, younger children do not benefit from the same level of quality of interactions. At times, staff miss younger children's attempts at communication as staff talk amongst themselves. At other times, staff participate in children's play but only communicate through gestures. Furthermore, managers do not ensure all staff have an appropriate understanding and use of English. This limits children's exposure to language.

- Children are curious and learn about the world around. For instance, older children show an interest in seeds as they cut and investigate fruit during snack time. Staff follow children's interests and ask questions to test what children already know. Children fully explore the seeds as they taste them and discuss what seeds need to grow. They then find their own containers and plant the seeds, using new vocabulary such as 'germinate'. This helps children make connections with the world around them.
- Staff provide opportunities to develop children's independence skills and resilience. Staff encourage children to have a go when they find tasks difficult. For example, children show great perseverance as they attempt to zip up their coats. They pour their own drinks and make frequent choices. They learn how to keep themselves safe as they use knives and scissors to cut materials with care. However, staff do not always promote good hygiene routines, such as regular hand washing and wiping of noses. This limits children's understanding of keeping themselves healthy.
- Partnership working is effective. Parents report that they are very happy with the care and education that their children receive. They comment on the advice and support on matters such as sleep, and the positive impact this has had. Children with special educational needs and/or disabilities (SEND), are well supported to make progress. Staff work in partnership with parents and professionals to implement detailed education plans. Staff use assessment effectively to identify and action early intervention for those who need it most. As a result, children with SEND are catching up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure understanding of how to keep children safe from potential harm. Staff are able to identify the signs and symptoms that may indicate a child welfare concern. This includes extreme views and behaviours. Safeguarding policies and procedures are robust and fully understood by staff. They understand referral systems and how to escalate concerns should they need to. This includes allegations against adults. The manager and her team demonstrate a good understanding of risk assessment and ensure all activities and areas of the premises are safe.

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

plan ambitious and engaging experiences that reflect children's individual learning needs, interests and stage of development, enabling them to fulfil their full potential	28/02/2023
provide children with quality interactions that promote and support their developing communication and language skills, including communicating with younger children during routine and focused activities	28/02/2023
strengthen systems for monitoring the quality of teaching and identify learning priorities for staff in order to drive improvement	28/02/2023
strengthen hygiene practices and routines to ensure children learn how to keep themselves healthy	28/02/2023
ensure that all staff working with children have sufficient understanding and use of English to ensure the well-being of children.	14/02/2023

Setting details

Unique reference number	EY337340
Local authority	Isle of Wight
Inspection number	10269567
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	1 to 4
Total number of places	56
Number of children on roll	45
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Telephone number	01983 862441
Date of previous inspection	14 November 2019

Information about this early years setting

YMCA Winchester House Day Nursery and Daycamps registered in 2006. It operates within YMCA's premises in Shanklin, Isle of Wight. The nursery is open each weekday from 7.30am to 6pm, for 51 weeks of the year. The day camps are open each weekday from 8am to 6pm during school holiday periods only. There are nine staff employed who work directly with the children, seven of which hold a relevant childcare qualification. The manager is level 6 qualified. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Paula Sissons

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 her evaluation of the provider.
- The managers and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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