

Inspection of YMCA East Anton

Dairy Road, Off Smannell Road, East Anton, Andover, Hampshire SP11 6UL

Inspection date: 15 August 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in the care of staff, who meet children's needs with considerable care, patience and sensitivity. Staff know children incredibly well and prioritise children's need for emotional security above all else. Children access a range of resources to identify and communicate their feelings, such as colours and emotion cards. Staff pay close attention to children's non-verbal cues, providing language to validate their emotions. As a result, children are exceptionally happy, confident and secure.

Children develop exceptional early literacy skills through their passion for books. Staff carefully select stories that capture children's emerging interests and seamlessly incorporate what children need to learn next. For example, while reading a story about a caterpillar, children learn about food items that are unfamiliar to them, such as pickles and salami. Staff incorporate discussions about, for instance, healthy eating as children recall what has made the caterpillar feel unwell. Children demonstrate what they remember about the story as they place pictures from the book in sequence and accurately retell the story to others.

Children develop excellent critical thinking and problem-solving skills, as staff model reflection at every opportunity. For example, children use mirrors to watch themselves as they refine newly acquired skills, such as hammering. Staff use exceptional questioning techniques as they encourage children to evaluate their work. They discuss the techniques children use, what was successful and what they might do differently next time. Even babies start to learn about cause and effect, as staff model problem-solving skills when a train cannot complete its circuit because the track is broken.

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

- Reflective and dedicated leaders support the staff team through highly effective supervision arrangements. They plan staff's professional development with precision, focusing on the skills they need to maximise individual children's learning. For example, recent coaching from speech and language therapists has a direct impact on the quality of interactions and the progress children make in their communication development. As a result, staff, including apprentices, demonstrate their skills as they deliver the curriculum with great success.
- Children with special educational needs and/or disabilities and those who speak English as an additional language receive exceptional support to reach their fullest potential. The highly dedicated and experienced staff team places great emphasis on identifying potential gaps in children's learning at the earliest opportunity. Staff work tirelessly to secure additional support for children who need it most. For example, they invite professionals, such as paediatricians, to

conduct assessments at the setting, where they ensure that children feel safe and secure. Parents comment on the remarkable support their children receive and the high levels of progress they make during their time at the setting.

- Children thrive in the language-rich environment. Staff prioritise children's early communication skills at every opportunity. They provide children with expert support to develop their speech and language skills. For example, those who are at an early stage in their speech use sign language and communication boards expertly to communicate their needs and desires. Even the youngest babies use sign language independently to request 'more' during snack time. As a result, all children develop the skills they need to be confident and highly effective communicators.
- Staff skilfully use children's first-hand experiences to learn about different cultures and customs. For example, children who have recently returned from trips abroad discuss and share experiences with their friends. Staff follow children's interests with enthusiasm. For example, older children reflect on their favourite Indian food and make chapatis while learning about India. Babies show absolute joy and excitement as staff play their favourite songs in English and then in their home language. This helps children to develop a strong sense of self as they make connections with the world around them.
- Staff care deeply about the children in their care. They talk about children with sincere affection and passion, particularly when discussing children's unique qualities. As a result, children value what makes them different and demonstrate high levels of compassion towards each other. For example, children who are further along in their speech development learn to use communication aids when chatting to their friends who are at an earlier stage in their communication.
- Children behave exceptionally well. Staff respond to children's behaviour with great compassion and sensitivity. For example, children laugh as they make up silly names for each other at lunchtime, such as 'smelly sock'. Staff use this as an opportunity to explore the word 'smelly' and how using this word to describe someone might hurt their feelings. Children reflect on their own experiences of when they have felt sad by others' comments. This helps children to develop a secure understanding of the impact their behaviour has on others.
- Children are highly independent. Staff use the carefully constructed and consistent routines to help children develop independence skills through repetition. For example, toddlers show tremendous dexterity as they pour their own drinks and use tongs and ladles to serve their own food. They concentrate intently as they use knives and forks with success to cut up their food. Babies show confidence as they independently return toys to their correct locations as they tidy up.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including apprentices, clearly demonstrate a secure understanding of safeguarding policies and procedures. They display sound knowledge of the

indicators of abuse, including county lines and bruising to a non-mobile baby. Staff are clear on the procedures to follow should they have concerns about a child's welfare or the conduct of another staff member. Staff who have lead responsibility for safeguarding demonstrate a secure understanding of their roles and responsibilities, such as ensuring that staff have up-to-date knowledge and understanding of safeguarding policies and procedures. Staff demonstrate a secure understanding of risk and use this to help keep children safe. For example, staff provide children with guidance and encouragement to take calculated risk in their play, such as navigating hills and climbing equipment.

Setting details

Unique reference number	EY553222
Local authority	Hampshire
Inspection number	10304456
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	121
Number of children on roll	115
Name of registered person	YMCA Fairthorne Group
Registered person unique reference number	RP906223
Telephone number	07769658033
Date of previous inspection	28 November 2018

Information about this early years setting

YMCA East Anton registered in 2017. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery provides free early education for children aged two, three and four years. The nursery employs 31 staff. Of these, 24 hold relevant childcare qualifications at level 2 or above.

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 their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the provision and discussed the early years curriculum.
- The inspector talked to the staff, children and parents at appropriate times during the inspection and took account of their views.
- The deputy manager and the inspector carried out a joint observation of a language activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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