

Inspection of YMCA Hampton Pre School

The White House Community Association, The White House, 45 The Avenue,
HAMPTON, Middlesex TW12 3RN

Inspection date: 8 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at YMCA Hampton Pre-School and settle in to play straight away. The warm and welcoming environment helps them to feel safe and secure. Children are familiar with the daily routines. This is evident, for example, as they hang their belongings and self-register with their name card. Children receive gentle reminders to help them to behave well. For instance, staff encourage them to use their 'walking feet' when playing indoors.

Children access a wide range of stimulating and age-appropriate toys that capture their curiosity. They particularly enjoy playing in the home corner to explore real herbs, vegetables and pasta. Children receive good levels of support from staff, who encourage them to use their senses, such as touch and smell. During play, they hold engaging discussions with staff, including about the importance of healthy eating. This supports children's communication skills further. There are plenty of opportunities for children to play outdoors. Children delight in practising their hand-to-eye coordination as they play with sand and water. They have lots of fun as they balance on the wooden planks in the garden, strengthening their gross motor skills. Children are highly motivated to play.

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

- The manager has a strong understanding of child development. She uses this knowledge to identify emerging gaps in children's progress and takes steps to close these without delay. As a result, all children, including children who are disadvantaged and in receipt of early education funding, make good progress.
- Staff provide children with plenty of opportunities to demonstrate what they have learned previously. For example, during group time, children recall the days of the week and talk about the weather confidently. They respond well to stories and songs, which extend their vocabulary.
- Staff encourage children to participate in their ambitious and rich curriculum. However, during some adult-led activities, they do not communicate their expectations to children as clearly as possible. This prevents children from following instructions well.
- Staff gather information on children, such as about their culture and home language, to help celebrate their individualities. The manager acknowledges that staff can do more to build on children's knowledge of their communities. This would further support children's awareness of similarities and differences between people.
- Staff talk to children about mathematical concepts, including numbers and measurement, during play. They ask children thought-provoking questions, such as, 'I wonder what will happen?' or 'what if?'. This teaches children to think through problems and find solutions from a young age.

- The manager offers staff guidance and opportunities to develop their professional knowledge and skills. Staff find the manager approachable. After completing training, they have gained confidence, which enables them to manage children's behaviour more successfully. This has helped children to develop a calmer approach to their learning.
- Parents talk positively about the pre-school and its staff. They feel fully involved in their children's learning. Parents praise staff's well-organised and effective settling-in procedures, which make the transition from home to pre-school easier. They have noticed the developments their children have made, such as in their language and social skills.
- Staff follow well-established routines that help to promote children's good health. For instance, they encourage children to drink fresh water throughout the day to keep themselves hydrated. Staff teach children to wash their hands before handling food. This has helped children to become independent learners.
- Staff are kind, caring and sensitive to children's care needs. They have developed trusting relationships with children, which supports their emotional well-being effectively.
- The manager is a reflective practitioner. For example, following an evaluation of practice at the pre-school, she has enhanced communication with parents. This has had a positive impact on children's education, especially children who speak English as an additional language. The manager plans to continue improving the already good process of observation and assessment to make this even more rigorous.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding issues and the correct procedures for reporting concerns about a child's welfare. They know how to recognise the signs that may indicate a child is being exposed to extremist views or behaviour. The supervision of children is good. Staff deploy themselves effectively, which enables them to attend to children's learning and caring needs. There are rigorous procedures for checking staff's suitability to work with children. This helps to keep children safe. Staff teach children to identify risks in their environment to help protect themselves.

What does the setting need to do to improve?

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

- provide further support for staff to help them communicate with children more effectively, particularly during adult-led activities
- increase children's experiences to further promote their understanding and awareness of other people and their communities.

Setting details

Unique reference number	EY490521
Local authority	Richmond Upon Thames
Inspection number	10301205
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 3
Total number of places	28
Number of children on roll	13
Name of registered person	YMCA St Paul's Group
Registered person unique reference number	RP524773
Telephone number	07587034279
Date of previous inspection	23 January 2018

Information about this early years setting

YMCA Hampton Pre School registered in 2018 and is located in the London Borough of Richmond-upon-Thames. It is open during term time only, from 8.45am to 2.45pm, Monday to Friday. There are three members of staff, including the manager. Of these, two staff members hold early years qualifications at level 3. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery 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 pre-school.
- The manager showed the inspector around the pre-school and explained how staff implement the early years curriculum.
- The inspector spoke with parents and gathered their views about their experiences of the pre-school.
- The manager carried out a joint observation of a planned activity with the inspector. They evaluated how staff engage with the children and support their learning.
- The inspector checked the documentation relating to staff suitability, their qualifications, first aid and Disclosure and Barring Service checks.
- Staff and children talked to the inspector at appropriate times during the inspection.

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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