

Inspection of YMCA Thames Gateway Romford Preschool

Rush Green Road, Romford, Essex RM7 0PH

Inspection date: 9 January 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The manager and staff greet children warmly on arrival. They are consistently kind and attentive, which helps children to settle and form secure attachments. Children demonstrate that they feel safe and secure as they explore the activities and join in with the daily routines. Staff promote equality and help children to understand what makes them unique. For example, they celebrate children's individual experiences and preferences, such as by playing recordings of their favourite music. This helps children to feel a sense of belonging and to learn about their similarities and differences.

Children benefit from an ambitious and well-delivered curriculum which supports all areas of their learning effectively. There is a strong emphasis on children's emotional development. Staff help children to identify their feelings and begin to moderate their behaviour. For example, children use deep-breathing techniques to calm them when they feel angry or upset. Staff ensure that any gaps in children's learning are quickly identified and supported. For instance, they provide visual aids, such as a pictorial timetable, to further assist children's understanding of the routines and expectations. Children are curious about the learning experiences and are keen to join in. They have fun learning through activities that interest them, such as making 'currant buns' from dough as props for a favourite counting song.

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

- The manager and staff have worked hard to address the weaknesses identified at the last inspection. For example, they have developed their knowledge of how to identify and manage potential risks within the pre-school premises. Staff describe how they constantly assess the environment and support children to play safely. The provider ensures that any safety concerns raised by staff are responded to swiftly to provide a safe and secure environment for children.
- Staff use what they know about children effectively to provide a broad and interesting curriculum. The manager ensures that additional funding is used effectively to promote children's individual learning and developmental needs. This helps to minimise any disadvantages that children may face and enables them to make good progress from their starting points in learning.
- Overall, staff support children's communication skills well. For instance, they speak to children during activities and share songs and stories with them throughout the day. This introduces children to a broad range of words. However, at times, staff do not give children enough time and encouragement to practise and refine their own speaking skills.
- Staff support children's independence and personal-care skills particularly well. For example, staff provide a 'nose-wiping station', where children can access tissues and a mirror to help them carry out this task unaided. Children enjoy

learning and are keen to do things for themselves. For example, they are proud to pour their own drinks, remembering that they must count to three and then stop so that their cups do not overflow.

- Staff provide healthy snacks for children and ensure that they have opportunities for active play each day, indoors and outdoors. However, they do not consistently help children to deepen their understanding of how exercise and a balanced diet contribute to their overall health.
- Staff ensure that there are clear expectations for children's behaviour which are consistently shared. For example, they remind children about 'golden rules', such as being kind and using 'walking feet' indoors. Children demonstrate that they understand the expectations. They are kind to others and display good manners and behaviour.
- The manager and provider deliver effective support for staff, personally and professionally. Staff describe how this helps to promote strong teamwork and high morale. They speak enthusiastically about the opportunities for professional development and the positive impact this has on their practice. For instance, staff regularly refresh and update their safeguarding knowledge to help them to understand the signs of child abuse and neglect.
- Parents speak highly of the staff and praise the quality of care and education their children receive. They say that staff keep them well informed about their children's development and how they can also support this at home. For instance, staff provide books for parents to share with their children, which helps to promote children's love of reading.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's interactions with children further, to support and encourage children to practise their speaking skills
- help staff to broaden and extend children's understanding of the benefits of healthy lifestyles.

Setting details

Unique reference number	100261
Local authority	Barking and Dagenham
Inspection number	10306187
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	24
Number of children on roll	10
Name of registered person	YMCA Thames Gateway
Registered person unique reference number	RP521651
Telephone number	01708 766 211
Date of previous inspection	13 July 2023

Information about this early years setting

YMCA Thames Gateway Romford Preschool registered in 2012. The pre-school is located in the YMCA building in Romford, in the London Borough of Barking and Dagenham. It opens during school term time, from 8.30am to 3pm, Monday to Friday. The provider employs five members of staff, three of whom hold relevant early years qualifications at level 3 or level 4. The pre-school offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the pre-school's premises. She explained the curriculum and how the pre-school is organised to promote children's health and safety.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss matters such as staff recruitment, supervision and training. They ensured that relevant documents were available for the inspector to view.
- Parents and staff shared their views on the pre-school with the inspector. The inspector also observed and spoke to children, to help assess their experiences in the pre-school.

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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