

Inspection of YMCA Taunton Pre-School

YMCA, Lisieux Way, TAUNTON, Somerset TA1 2LB

Inspection date: 2 May 2024

Overall effectiveness **Good**

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

Children flourish and enjoy their experiences at this welcoming and friendly pre-school. Staff know the children incredibly well and interact with them in a kind and caring manner, supporting and encouraging them in their learning. As a result, children are happy and confident, showing high levels of self-esteem.

Staff implement a well-thought-out curriculum, which continuously builds on what children already know and need to learn next. Children gain good independence to do things for themselves. For example, staff encourage them to open their own lunch boxes and packages. Children put on their coats with little help from staff, ready to play outside. They learn to manage their behaviour and be kind to others. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning. Staff have high expectations for all children. Children have very close attachments with their key person and staff. This helps them to settle quickly and have the confidence to explore their environment.

Staff work well with parents and share information to ensure that they meet the needs of the children effectively. Parents report very positively on the excellent communication and the support and guidance they receive from staff, to ensure their children meet their full potential. These secure relationships with parents have a positive impact on children's well-being.

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

- Children develop good communication and language because staff engage them in conversation and extend their vocabulary. Staff share children's individual books with pictures of people who are special to them, to aid discussion and help children feel secure. Staff use sign language with the children. This helps those children who find it more difficult to communicate verbally express themselves. Children converse in sign language with one another. For example, using the sign for washing hands or eating.
- Children benefit from targeted teaching that engages them well. Children organise a game naming and balancing dinosaur figures one on top of the other. Staff use these spontaneous opportunities successfully. They look at books to capture children's interest further and provide them with additional facts about the habitats and diets of the dinosaurs. This builds on children's knowledge effectively.
- Children count and compare sizes, which supports their mathematical understanding. Staff provide opportunities for children to be independent, confident, and socially able to get them school ready.
- Children feel secure in the familiar routines and understand the expectations from staff. Sometimes, however large-group times do not work as well as they

could to ensure that children focus more and benefit fully from these learning experiences.

- The provider supports the manager and staff to extend their skills. Staff attend training that enhances their knowledge and interactions with children. Consequently, this has enhanced the provision for children with SEND to incorporate ideas, such as 'bucket time', to develop children's listening and understanding. The key person and special educational needs coordinator (SENDCo) work very well with other professionals and parents to ensure that any gaps in children's learning are closed quickly.
- Children have many meaningful and purposeful opportunities to learn outside. They thoroughly enjoy forest school time, where they learn new skills such as how to whittle sticks using different tools. Staff skilfully capture children's imagination, providing clear instructions, so that they are completely engaged and learn about using knives safely in a fun and creative way. They confidently take risks as they carefully climb the climbing frame and jump down, landing on two feet. They skilfully bounce and catch a tennis ball. This helps them to develop good hand-eye coordination and become physically capable.
- Staff are positive role models and are sensitive and kind in their approach. This helps children to learn good behaviours and develop respectful relationship with others.
- Self-evaluation is successful in bringing about change. The manager and staff are reflective practitioners, constantly reviewing the curriculum and developing new ideas to enhance children's enjoyment. For example, children regularly review footage captured on the wildlife camera in the outside area. They make bird feeders and overturn logs in search for bugs in the garden as they learn about birds and insects.

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:

- make better use of group times, to help children focus more and benefit fully from the learning experiences provided.

Setting details

Unique reference number	EY501334
Local authority	Somerset
Inspection number	10335181
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	40
Number of children on roll	46
Name of registered person	YMCA Taunton
Registered person unique reference number	RP911021
Telephone number	07834786548
Date of previous inspection	6 June 2018

Information about this early years setting

YMCA Taunton Pre-School re-registered in 2016. It operates from the YMCA in Taunton, Somerset. The pre-school is open 8am to 4pm from Monday to Friday, term time only. There are eight staff who work with the children, of whom seven are qualified to level 3. The pre-school is in receipt of early education funding for children aged two, three and four years old.

Information about this inspection

Inspector

Michelle Heimsoth

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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a forest school activity with the manager.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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