

# Chelmsford YMCA @ Trinity Road

Inspection report for early years provision

---

**Unique reference number** EY437432  
**Inspection date** 16/05/2012  
**Inspector** Patricia Champion

**Setting address** Trinity Road Primary School, Trinity Road, CHELMSFORD,  
CM2 6HS  
**Telephone number** 01245 354873  
**Email** [stacey.murphy@chelmsfordymca.co.uk](mailto:stacey.murphy@chelmsfordymca.co.uk)  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Chelmsford YCMA @ Trinity Road is one of eight settings run by Chelmsford YMCA (Trading) Limited. It opened in 2011 and operates from two connecting classrooms and the library within Trinity Road Primary School in Chelmsford, Essex. Children use the school playgrounds and the playing field for outdoor play. The after school club opens five days a week during school term times. Operating times are from 3pm until 6pm. The club also operates a holiday scheme during the school holidays from 7.30am to 6pm.

A maximum of 26 children under eight years may attend the out of school club at any one time, of whom, none may be under four years old. There are currently 18 children aged from four to 11 years on roll, of whom, five are in the early years age range. The after school club serves the children attending Trinity Road Primary School and the holiday scheme is open to the wider community. The club is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The club employs two staff, of whom, one member of staff holds an appropriate early years qualification to level 3. Other qualified staff working for the Chelmsford YMCA organisation provide cover in the event of staff absence or an emergency. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a clean and welcoming environment. Overall, their unique needs are appropriately met by a caring staff team. Efficient partnerships with parents ensure information, which supports children's health, welfare and learning is effectively shared. Suitable safeguarding measures are in place and reasonable levels of supervision ensure that children enjoy activities safely. The essential regulatory documentation is available for inspection and is mostly well maintained. The use of self-evaluation is not yet fully embedded to widen the scope for improving outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that details about evacuation drills are recorded in a fire log book and include any problems encountered and how they were resolved
- ensure that the risk assessment covers anything with which a child may come into contact
- develop self-evaluation to identify the setting's strengths and the priorities for development that will improve the quality of provision for all children
- develop further the planning of activities to take account of individual

children's identified next steps in learning.

## **The effectiveness of leadership and management of the early years provision**

Children are appropriately safeguarded because staff are vigilant about their security and fully aware of their child protection responsibilities. There is a very clear flowchart displayed, so that everyone understands the steps to take if there are concerns about a child's welfare. There is an acceptable system for recruitment and induction. New staff, who have not yet completed the vetting procedures are aware that they are not to be left alone with the children. Risk assessment is undertaken to ensure that children remain generally safe. However, children may not be fully protected as the risk assessment does not include all potential hazards, such as the blind cords within their reach. Although, children and staff routinely practise evacuating the premises, information about fire drills with details of any problems encountered and how they were resolved are not yet recorded in a fire log book. Staff can deal effectively with any emergency or illness that may affect a child in their care. Paediatric first aid training certificates are held, staff have also had specific training regarding dealing with severe allergies and the first aid box is readily accessible.

Space and resources are used thoughtfully to provide children with interesting and fun projects and tasks. Staff deployment and the daily routine is reasonably efficient. Children willingly help staff with tasks, such as setting tables and collecting food from the kitchen serving hatch. Since registration, the staff have made appropriate progress in ensuring the Early Years Foundation Stage is embedded. They strive to make certain that continuous improvements are made by evaluating the activities. However, self-evaluation has not yet been developed to identify the club's strengths and the priorities for development that will improve the quality of provision for all children. Staff provide an inclusive service and ensure that no child is disadvantaged in anyway. The children are central to the running of the club and their opinions and interests are valued and respected. There are welcome notices in a variety of languages and activities are linked to cultural events and world faith festivals. Children also use some resources in their play, which increases their awareness of other cultures and diversity.

Staff have developed good systems for promoting partnerships with parents and carers and effectively support a two-way flow of information. Detailed information is supplied by staff through regular discussions and displays on the parents' notice board. There are also very clear explanatory booklets that inform parents about the policies and procedures. From the beginning, parents provide information about their children's home backgrounds, capabilities and unique requirements to ensure that individual needs are met. Parents speak very positively about the club and appreciate the efforts of the staff team when settling their children into this new setting. The partnerships in the wider context are appropriately developing. The staff effectively share and pass on messages to and from the school teaching staff, in relation to children's individual care needs. Systems for sharing observations about children's progress and achievements are starting to become established, so that continuity in learning is also promoted.

## **The quality and standards of the early years provision and outcomes for children**

Children's health and medical needs are effectively supported and they gain a good understanding of the benefits of a healthy lifestyle. The children have opportunities to enjoy fresh air and join in with energetic activities when they play in the playgrounds. There is good quality apparatus for children to develop their coordination and physical skills. Also there is plenty of space for energetic racing and chasing games. Children play in a very clean indoor environment. They understand the importance of effective hygiene routines. Both staff and children wear disposable gloves to prepare or serve food and tables are cleaned thoroughly with anti-bacterial spray. A varied healthy menu is provided for snack or light evening meals. Children can choose fresh fruit or pour themselves a drink whenever they feel thirsty. Meal times are social events when children come together and they develop independence skills by spreading toppings onto sandwiches, crackers or toast. Individual children's medical and dietary needs are very carefully taken into consideration when planning menus or activities connected to food.

The youngest children attending the club have been allocated a key worker and they get to know each child well. A system for observing and recording children's achievements and progress has been set up. However, the next steps for each child are not clearly reflected within the assessment and planning process to keep a focus on children's individual and immediate learning needs. Children are happy, confident and settled. They have fun as they choose activities and learn to make their own decisions for much of each session. Interaction between children and staff is lively with many animated conversations. At registration, children have the opportunity to share their news and this supports their confidence and self-esteem. Staff are interested in what the children have to say and ask questions about their day in school. The younger children treat one another and staff with respect and mainly play harmoniously, despite distractions regarding the behaviour of older children. With ongoing gentle reminders from the staff, children are developing an awareness of how to keep themselves and others safe. They hold doors open for their friends, learn not to climb on furniture and use toys and tools responsibly.

Children have an agreeable range of activities and experiences, which enable them to develop their skills and become active learners. The club rooms are bright and welcoming and all toys and play materials are easily accessible. Children's artwork is attractively displayed for their own and others' appreciation. They have opportunities to develop their imagination and use their senses. They enjoy exploring different textures and sensory materials. For example, investigating what happens when various breakfast cereals are mixed with water. Comfortable areas have been created where children can relax, choose to play quietly or look at books. Children become adept in the use of computers. They listen to instructions carefully and concentrate hard to complete the task by carefully manoeuvring the mouse to control movements on-screen. The club has relevant games that promote children's problem solving skills and their knowledge and understanding of the world.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that where older and younger children are together, the behaviour of children over the age of eight years does not have a negative effect on the younger children (How the childcare provision is organised). (also applies to the voluntary part of the Childcare Register) 30/05/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified under the compulsory part of the Childcare Register section of this report (How the childcare provision is organised). 30/05/2012