

Chelmsford YMCA @ Little Waltham

Little Waltham C of E Primary School, The Street, CHELMSFORD, CM3 3NY

Inspection date	14/01/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children are happy, settled and secure and enjoy the company of other children and adults at the end of their school day. They are confident and are developing good independence skills.
- Safeguarding policies and procedures are implemented effectively and ensure children's safety and welfare is protected and promoted at all times.
- The setting provides a welcoming and well-resourced indoor and outdoor learning environment for children to enjoy, with easy access to a suitable range of resources to support all areas of learning.

It is not yet good because

- Weaknesses in the partnership with the school reception class teacher do not fully enable the staff to support and complement the children's learning experiences from their primary setting.
- Systems for monitoring the assessment of children's learning and development are not yet effective. As a result, activities planned are not adequately challenging the children and gaps in learning are only closing slowly.
- Reflections on practice and the views of others are not taken into consideration to fully develop the quality of care.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the children, the manager and staff at appropriate times.
- The inspector looked at a selection of policies and procedures and children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents spoken to on the day and from information included in questionnaires.

Inspector

Tina Mason

Full report

Information about the setting

Chelmsford YMCA @ Little Waltham was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is one of ten settings that is run by the management of Chelmsford YMCA (Trading) Limited. It serves children that attend Little Waltham Church of England Primary School.

The club operates from two community rooms within the school in Little Waltham, Essex. There is a garden and additional playgrounds available for outdoor play. There are currently nine children on roll, of whom one is in the early years age group. The club employs two members of childcare staff. Of these, both appropriate early years qualifications at level 3. The club opens Monday to Friday during school term times. Sessions are from 3pm until 6pm.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- establish effective links with the school's reception class teacher to discuss and share information regarding the children's learning and development to ensure the setting is supporting and complementing the children's learning experiences from school
- develop systems which effectively assess the children's learning and development to enable practitioners to plan challenging educational programmes which meet the needs of all children.

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

- develop self-evaluation further to include the views of others and ensure careful monitoring and analysis of practice, so that strengths and weaknesses can be clearly identified and action can be taken promptly to further improve the provision for children.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is sound, staff support children well and use adult-led and child-initiated activities to extend children's thinking, interests and learning. For example, staff and

children have purposeful conversations about estimating how many skittles the children will knock down with one throw of their ball. As a result, children are engaged in their learning and make suitable progress. Effective questioning, meaningful conversations and clear support enable children to develop their knowledge when independently playing and investigating. For example, staff and children talk about different ways to build a vehicle with small construction bricks. As a result, children's communication and language is supported particularly well. Staff show an interest in children's play and interactions and, as a result, relationships between children and staff are very warm and strong. Children are happy, confident and display good levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, children begin building with small scale toys just after they come into the club and return to this play activity throughout the whole session. Staff appropriately challenge children to develop their skills and extend their learning. For example, during an activity with the small building bricks, staff enthusiastically encourage children to think of different vehicles they can build. When playing group games in the garden they come up with different ways to sustain children's interest by introducing fun and enjoyable games, such as Frisbee and 'What's the time Mr Wolf'.

Staff have a sufficient understanding of how to support children's development and help them to acquire the basic skills which they need for school. The setting gathers information about the children on entry from parents and children in relation to their family, likes and dislikes, this enables staff to plan activities which are of interest to the children. However, the systems for gathering information from the children's school regarding the educational programmes and school assessments are weak. As a result, the setting does not always plan activities which complement the school curriculum and support the children's age and stage of learning. Therefore, gaps in learning are not always identified quickly enough and are only closing slowly. Staff carry out regular observations of the children and share these with parents at the end of each session. However, the systems for assessing the children's learning and development are not yet fully established. As a result, the educational programmes planned do not always meet the individual needs of the children. The club operates from a designated building on the school site, which is shared with a pre-school group. Sound partnerships with the school enable the club to access other outdoor play areas. This offers scope for many different activities to develop children's skills and learning, across all ages. For example, children can play outside and extend their physical skills and independence. There is a suitable range of resources freely available for children. As a result, children engage in a variety of self-chosen activities, which interest and motivate them.

The contribution of the early years provision to the well-being of children

Children are very settled and happy within the after school club. Prior to them starting, the staff collate key information from parents about their child, which allows them to gain a clear knowledge of each child's individual interests, likes and dislikes. This contributes to them knowing the children well and, consequently, effectively meeting their individual needs. The after school club operates a key person system for the younger children. Therefore, their emotional well-being is well supported because they develop warm and

trusting relationships with staff. Children freely approach adults if they need help or want them to join in with an activity. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Staff provide a welcoming environment for all children, parents and visitors. Ongoing risk assessments ensure that any potential hazards are identified and minimised. Children learn about their own safety as staff incorporate gentle reminders, for example, not to run indoors. Staff effectively help children to behave well and to consider others during their play. As a result, children know the boundaries, which they help create. Children eagerly take part in a reward system that includes gaining stickers. This further contributes to children's good behaviour in the club.

Food preparation and teatime foster good hygiene procedures. Staff members preparing food for the children have attended food hygiene training to promote this effectively. Children know to wash their hands before eating and are able to choose from a variety of food offered. Children can access water at any time. Staff know children's preferences and dietary needs and they continually work with children and parents to ensure healthy meals are provided. At teatime, staff sit with children encouraging good social skills and they share their news about their day and chat about what they have been doing. Staff also organise a variety of activities aimed at developing children's enjoyment of daily physical exercise. For example, children are able to play outside on a daily basis whatever the weather where they can practise their physical skills and enjoy fresh air. Children demonstrate a sense of belonging in the environment and are content and relaxed. They are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school.

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

Staff show a sound understanding of safeguarding procedures. They are fully aware of their responsibilities and the need to report any child protection concerns. Regular risk assessments are carried out on the premises. Staff also complete daily safety checks. These help staff successfully identify and minimise hazards to children. All the required documentation to help promote children's safety and welfare is appropriately maintained. There are effective recruitment procedures in place to help ensure staff are suitable to work with children. Recruitment processes ensure staff undergo suitable checks including the Disclosure and Barring Service checks. Consequently, children's welfare is promoted appropriately. The manager actively promotes the professional development of staff through regular appraisals and ongoing training. However, there is scope for more reflection on practice and consideration of the views of others, to clearly establish strengths and weaknesses and improve the provision further.

Regular supervision meetings and annual appraisals support staff development and go some way to identifying aspects of the setting that requires improvement. Nevertheless, there is limited monitoring of some aspects of practice, in particular, identifying the next steps in children's learning. Consequently, there are gaps, which weaken the effectiveness of planning and the potential for children to make steady progress towards the early

learning goals. Partnerships with parents are sound and children benefit from the relationships that staff develop with their parents. Information for parents is clearly displayed on noticeboards. Feedback from the parents is positive. They say that 'staff are friendly and approachable' and that 'their children enjoy coming to the after school club'. Although the management team and staff endeavour to build partnerships with the reception class teacher, effective arrangements are currently not in place to share knowledge and ideas about how to move children even further forward in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY467098
Local authority	Essex
Inspection number	927956
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	9
Name of provider	Chelmsford Y.M.C.A. (Trading) Limited
Date of previous inspection	not applicable
Telephone number	07545438649

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, or email 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

