

YMCA Childcare - Whitemoor

Whitemoor Academy, Bracknell Crescent, NOTTINGHAM, NG8 5FF

Inspection date	13/03/2014
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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Record keeping, safeguarding knowledge, emergency evacuation procedures and first aid training is not good enough to ensure children's health and safety is maintained.
- The quality of the provision is not monitored sufficiently to identify weaknesses in practice or to support practitioners to improve their knowledge and skills in delivering the educational programmes.
- Children do not have an allocated key person. As a result, children and parents do not have an opportunity to develop strong bonds with a specific individual, in order to meet children's needs effectively.
- Relevant information about children's learning and development is not shared with the host school, so practitioners do not have clear information on which to base their future planning and to build on what children are learning in school.

It has the following strengths

- Secure attachments have formed between the children and practitioners. As a result, children are confident and have appropriate levels of self-esteem.
- Children enjoy the benefits from the fresh air and exercise which promotes their health.

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 with the manager, practitioners, nominated person and interacted with the children at appropriate times throughout the inspection.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector discussed observations of activities with the manager throughout the inspection.
- The inspector sampled a selection of documentation, such as practitioners and children's details, sampled written policies and procedures, children's personal records, suitability checks, planning documentation, attendance records and accident records.

Inspector

Judith Rayner

Full report

Information about the setting

YMCA Childcare - Whitmoor was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a dedicated room within Whitmoor Academy grounds. The club serves the school and is accessible to all children. Children also use the main hall of the school and surrounding grassed areas and school playing field for outdoor play. The club employs three members of childcare staff. Of these, one holds appropriate early years qualifications at level 3 and two hold other childcare qualifications. The club opens Monday to Friday, term time only. Sessions are from 7.30am to 8.45am and 3.15pm to 5pm. Children attend for a variety of sessions. There are currently 12 children attending of whom, one is in the early years age group.

What the setting needs to do to improve further

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

- ensure all practitioners working with children improve their knowledge and understanding of safeguarding procedures and robustly embed these in practice to protect children
- ensure records are easily accessible and available for inspection, with particular regard to practitioners qualifications, personal details
- ensure a daily record of children's attendance is maintained and the name of each child's key person is recorded
- ensure that at least one person is on the premises at all times who holds a current paediatric first aid certificate
- monitor closely the quality of the provision to ensure that all practitioners receive a robust induction and sufficient support, coaching and training in order to have a clear understanding of their roles and responsibilities and to ensure that the requirements of the Statutory framework for the Early Years Foundation Stage are consistently met
- improve the links with the host school to clearly identify children's targets or next steps to enable practitioners to plan relevant activities to further support children's individual progress
- allocate each child a key person and notify parents of who their child's key person is in order to strengthen the support for children's care and learning.

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

- regularly involve children in emergency evacuation procedures to raise their awareness to how to keep safe should they need to leave the building quickly.

Inspection judgements

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

Practitioners are not confident and knowledgeable about the seven areas of learning and are not secure in their understanding of effective teaching skills to complement children's individual learning. Some information is gathered from parents when they start, which

helps practitioners in planning play activities. However, links with the host school are not embedded and as a consequence, practitioners do not have relevant information to help them plan and provide activities pertinent to individual children to support them in their next steps and targets. Practitioners do not securely track children's progress. As a result, the monitoring of children's progress and planning for their next steps in their learning and development are not sufficiently robust to ensure that children make good progress. Practitioners share with parents information about the activities that their children have been involved in and how they have enjoyed the session. This keeps parents informed of some of their child's interests and provides further ideas to continue to support their child's learning at home.

Children enjoy their time outside. They develop their large muscle skills while playing cooperatively with their older friends and practitioners. They are confident to attempt more tricky climbing, such as balancing on logs. The literacy skills of children are developing appropriately. They enjoy sitting with practitioners completing work sheets about numbers and colours. They confidently name the correct number to match the colour and complete patterns following the instructions well enough. Practitioners gently guide children and praise them when they select the correct colour to the number. Children's language skills are mostly well supported. Overall, the teaching is weak to extend and challenge children and as a rule is limited to a supervisory role, rather than offering effective teaching and learning opportunities for children.

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

Children are happy and settled in the club despite the fact that their overall well-being is compromised due to practitioner's lack of understanding of key aspects of safeguarding practice. Children have good self-esteem and are familiar with the routines and expectations. For example, in the morning when they first arrive they know they have free choices of breakfast or play. Children's behaviour is good and they settle quickly in to their chosen activity. Secure attachments have formed between the children and practitioners. Children enjoy the company of practitioners, such as during literacy activities, making marks and colouring. Furthermore, children's friendships from school are embedded further while they play cooperatively during games of chess and colouring activities.

Practitioners seek information from parents about their child and link with teachers about the child's care needs before their child starts. This helps children settle during their transitional times during their next stage in their learning. Practitioners also pass on any relevant information from school to parents verbally. There is no designated key person for children in the early years age group. This is a breach of requirements and means that families are not given the best possible support and children do not have opportunities to develop a strong bond with a particular individual. However, practitioners do share some verbal information with parents about how their child has been during each session.

The environment and toys are in a suitable state of repair, clean and well maintained. Outside, children play in a secure area with access to natural, secure climbing equipment. They enjoy their time outside developing their large muscle skills and control while

benefiting from the fresh air and exercise. Children understand the importance of washing their hands and do this routinely before they eat and after they have been playing outside. This helps promote children's health well and prevents the spread of infection. They enjoy choices of healthy food for breakfast, such as toast and a variety of cereals with a choice of drinks. Practitioners help children learn about keeping safe most of the time. For example, they gently remind children to sit properly on chairs so they do not fall off and hurt themselves. However, children are not learning how to keep safe should they need to leave the premises in an emergency. This is because practitioners do not practise emergency evacuation procedures with children often enough so that they are familiar with what to do.

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

The provider has not ensured that all of the statutory welfare, learning and development requirements are met. Children's safety is compromised because not all practitioners are confident in their role and responsibility to protect children, with particular regard to the procedures should an allegation be made against themselves. Some required documentation is not in place, available for inspection or maintained appropriately. For example, evidence of all practitioner's personal details and their qualifications are not available for inspection. Children's attendance is not accurately recorded because practitioners do not always record what time children are collected by their parents or carers. Although practitioners hold first aid certificates, should children need urgent medical treatment, their immediate welfare and medical needs are compromised because practitioners have not obtained an approved paediatric first aid certificate. These are breaches in the requirements of the Statutory framework for the Early Years Foundation Stage. This also means that legal requirements for both parts of the Childcare Register are not met.

Most practitioners including the manager have a secure understanding of their role and responsibility of the procedures to take should there be any concerns regarding a child in the club. They are familiar with the written safeguarding policy and procedure. They also update parents with any changes, such as use of a mobile telephone or camera while on the premises, in order to protect children. Risk assessments are robust because practitioners have identified all hazards to children. For example, children are unable to leave the premises without adult supervision and uninvited visitors gain access because the main door is secure and is also monitored closely by practitioners. Children receive appropriate levels of supervision as the manager ensures that suitable ratios are maintained both inside and outdoors. An adequate range of written policies, procedures and records generally underpin the running of the service that the club provides. These are available for parents to view at their leisure.

The induction of practitioners is not sufficiently robust to ensure that all practitioners are familiar with their roles and responsibilities. For example, the manager has not been supported and monitored sufficiently to ensure that she is able to fulfil all aspects of her role and fully meet the requirements of the Statutory framework for the Early Years

Foundation Stage. The quality of teaching and the educational programmes are not monitored sufficiently, and practitioners do not have a good understanding of the learning and development requirements, which means that children's experiences and progress are varied, and are not as good as they might otherwise be. However, the manager and practitioners monitor how children play with activities and what they enjoy. They provide some suitable toys and resources for children to play with, which are age appropriate and safe. They also include children in making choices in what they would like to play with to build on their interests. There is some evidence of partnership working, as practitioners speak to the school about children's care needs and take steps to use this information to promote children's well-being. Parents say that they are happy with the service that is offered and find the practitioners approachable and friendly. They appreciate the club working flexibly to meet their changing work patterns and personal circumstances and state they are kept up to date regarding their child's daily events and care needs through discussion.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Compulsory part of the Childcare Register)
- ensure a record of the name, home address and telephone number of every person living or working on the premises on which the childcare is provided is maintained (compulsory part of the Childcare Register)
- ensure a daily record is maintained of children looked after and their hours of attendance (Compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)
- ensure a daily record is maintained of children looked after and their hours of attendance (voluntary part of the Childcare Register)
- ensure a record of the name, home address and telephone number of every person living or working on the premises on which the childcare is provided is maintained (voluntary part of the Childcare Register).

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	EY468627
Local authority	Nottingham City
Inspection number	937317
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	12
Name of provider	Nottinghamshire YMCA
Date of previous inspection	not applicable
Telephone number	01159786351

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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.

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