

YMCA Newtown Pre-School



Newtown Adventure Playground Building, Northumberland Road, Southampton,
SO14 0EL

Inspection date 9 September 2016
Previous inspection date Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Children are confident, curious and independent. They make good progress in understanding and learning to speak, especially if they are new to learning English.
- Staff teach well and follow children's interests. They explain new words appropriately when children play and explore activities. Staff carefully check children's development to address any gaps in learning quickly.
- Children and staff relate to each other well. Tolerance, respect and equality are continually encouraged and children respond well. Children learn the skills to look after themselves independently, spreading margarine, pouring drinks, and putting on their coats, for example.
- Parents are well informed about their children's progress so that they can support their children's learning at home.
- Managers ensure that staff are typically well supported, work well as a team, and set clear expectations for children's progress and levels of well-being.

It is not yet outstanding because:

- Staff's observations of each other's practice are not always used effectively to identify ways to improve their expertise and children's outcomes even more.
- Occasionally, large group activities are not planned appropriately for children's stage of development.

What the setting needs to do to improve further

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

- ensure observations of staff are used more effectively to help inform training needs and ensure even better outcomes for children
- ensure that large group activities are planned appropriately for children's stage of development.

Inspection activities

- The inspector spoke to parents, children and staff.
- The inspector observed the staff teaching the children.
- The inspector interviewed the responsible person and the manager.
- The inspector checked and discussed policies, procedures, risk assessments and other relevant documents.
- The inspector reviewed the premises and the use of resources.

Inspector

Janet Dinsmore

Inspection findings

Effectiveness of the leadership and management is good

The manager typically knows how well the children and staff are doing. She makes sure that there are regular checks on the quality of teaching and that staff have much of the training they need to develop their knowledge and teaching skills. For example, staff looked at aspects of children's communication for those new to learning English. There are clear expectations and a desire for the whole staff team to improve practice. This is supported by strong partnerships with other settings, to help ensure all statutory requirements are met. Safeguarding is effective. Staff are vigilant in watching for any changes in children's behaviour, checking reasons for absence and making sure that children are safe within the setting. The manager's recruitment and induction procedures are rigorous so that staff know how to safeguard children and encourage their development.

Quality of teaching, learning and assessment is good

Staff generally plan activities that interest the children, and they use them well to develop children's vocabulary and understanding. For example, when using lots of different shells and a balance scale, children learnt about quantities, weights, counting and textures, aided by careful explanations from staff. Staff check children's development and involvement in most activities to make sure that each individual makes progress in all areas. Staff speak clearly for children new to learning English, for example, speaking in simple sentences and reinforcing key words and pictures. Parents are well informed about children's progress and are helped to support their children's learning at home. Parents comment that their children learn something new every day at the pre-school.

Personal development, behaviour and welfare are good

The key-person system works well to make sure that parents can tell staff what children have been doing at home and that staff know children well. Children are secure and settled. Staff continually encourage children's independence and work well with parents for toilet training, for example. Staff carefully explain how to share toys and take turns, such as on the climbing frame and trikes. They are trained well to support children who have special educational needs or disability, and staff make sure that there is a strong partnership with parents and other professionals to provide any special support for them.

Outcomes for children are good

Children make good progress, particularly those new to learning English. They pick up new vocabulary each day. Children learn their early basic skills well. They learn to investigate for themselves and select and use resources carefully. All children are well prepared for the next stage of their education.

Setting details

| | |
|--|---|
| Unique reference number | EY474792 |
| Local authority | Southampton |
| Inspection number | 971619 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 3 |
| Total number of places | 30 |
| Number of children on roll | 35 |
| Name of registered person | YMCA Fairthorne Group |
| Registered person unique reference number | RP906223 |
| Date of previous inspection | Not applicable |
| Telephone number | 01489785228 |

YMCA Newtown Pre-School registered in 2014. The pre-school operates from Newtown adventure playground building. The pre-school opens five days a week during term time from 8.30am to 3pm. It is part of the Fairthorne group of the YMCA, which runs several other pre-school settings in the area. The setting receives early years funding for children aged two, three and four years. The manager has early years professional status and all regular staff have early years qualifications at level 2 or level 3.

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