

YMCA Childcare Water Lane



The Ark Childrens Centre, Water Lane, Lowestoft, NR32 2NH

Inspection date	8 June 2018
Previous inspection date	6 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Since the last inspection, staff have worked hard to address the actions raised and improve the overall quality of teaching to a consistently good level. Children develop the skills they need to be ready for school and make good progress in their learning.
- The manager, who holds a degree-level qualification, has excellent knowledge of safeguarding procedures. She works very well with the local authority and other services to share information and report any concerns about a child's welfare in a timely way.
- Staff quickly recognise when children require additional support for their emotional well-being and provide this in a way that meets families' needs. For example, where required, staff visit children and their parents at home for extra play sessions.
- Staff observe children at play. They make accurate assessments of their development and use this information to plan children's next steps in learning. Staff complete progress checks of children's learning for children aged between two and three years.
- Parents are keen to express how pleased they are with the support they receive. They say that they fully trust the staff and feel confident leaving their children in their care.

It is not yet outstanding because:

- Managers do not check how different groups of children are progressing in their learning, to further target interventions and monitor the impact of these.
- Teaching is not consistently highly responsive to children's needs. For instance, during the end of the day routine, a few children lost concentration and interest in activities.

What the setting needs to do to improve further

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

- extend the arrangements for monitoring the progress made by groups of children, to target further interventions and evaluate the impact of these
- refine the organisation of daily routines to help all children remain highly engaged in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and held a meeting with the manager and area manager. She met with the provider to discuss his role.
- The inspector looked at children's learning records and documentation. She checked evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Hyett

Inspection findings

Effectiveness of the leadership and management is good

Staff receive good support to develop their skills. They have opportunities to observe their colleagues and share good practice. Staff have one-to-one meetings to talk about the impact of their teaching and discuss the progress of children. Training is well focused and enables staff to improve the quality of children's learning. For example, after taking part in a project with the local authority, staff reviewed the quality of the learning environment and made positive changes, such as adding more resources. Staff noticed the impact that this has on children's learning, for example, enabling them to engage in more imaginative play. Safeguarding is effective. The manager ensures that staff are suitable for their roles. There are clear plans in place for future improvements.

Quality of teaching, learning and assessment is good

Staff are good teachers. For example, they let children lead their own play, giving them time to think and explain their ideas. Children choose from a wide range of activities. Staff encourage babies and toddlers to follow their natural curiosity. For instance, they find out what happens when they mix sand and water together. Children have lots of opportunities to develop their communication and language skills. Staff encourage toddlers to sing songs as they sit on the swing together and encourage them to join in with missing words. Children have good opportunities for imaginative play. For example, staff join in with their play in the outdoor role-play car. Together, they decide to go to the zoo and talk about what animals they will see. The skills of staff with qualified teacher status are used well. For example, they lead story time sessions where children are taught listening skills, to prepare them for school.

Personal development, behaviour and welfare are good

The manager undertakes training, such as mental-health first aid. She understands how to offer support to children and their parents and signposts them to experienced professionals. Parents report that staff sensitively help their children to settle when they first start attending. Staff develop good bonds with children. They teach children about social skills, such as helping them learn to share and consider the feelings of others. Staff encourage children to follow rules and think about how to stay safe, such as using the slide safely. Staff help children to become ready for important changes in their lives. For example, teachers from local schools visit the children and get to know them.

Outcomes for children are good

Overall, babies and toddlers show good levels of motivation. They select their own equipment and demonstrate their growing independence. Pre-school children show excitement for reading, such as when they listen to a story about a witch in her kitchen. Staff read the story with great enthusiasm, engaging the children very well. Additional funding is well targeted. For instance, children make excellent progress during small-group sessions which are focused on promoting social interaction. They quickly learn how to discuss plans, problem solve and negotiate with others.

Setting details

Unique reference number	EY392883
Local authority	Suffolk
Inspection number	1115845
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	51
Number of children on roll	69
Name of registered person	YMCA Suffolk (Services) Limited
Registered person unique reference number	RP528949
Date of previous inspection	6 October 2017
Telephone number	01502502239

YMCA Childcare Water Lane registered in 2009. The nursery employs 15 members of childcare staff. Of these, two staff hold early years professional status, one holds qualified teacher status, and 10 staff hold qualifications at levels 3 to 6. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

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