

Inspection of YMCA Childcare Grundisburgh

Grundisburgh Early Years Centre, Alice Driver Road, Grundisburgh, Woodbridge,
Suffolk IP13 6XH

Inspection date: 21 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and safe, coming into nursery with ease, calling staff by their names and separating from their parents at the main door well. They have a good range of toys and resources available to them both inside and out. Staff know the children well and have good relationships with them. They are able to talk about what the children can do well and what they are supporting them to do next.

Parents speak highly of the nursery, and of the communication they have with staff. They get updates on their children's progress via the nursery software on their phones, discussions that take place at drop off and collection, as well as information available daily on the board at the front of reception. Staff focus on promoting the children's emotional well-being and spend time talking to the children about how they feel. Children play happily and engage with one another, and staff support their critical thinking by asking questions, such as 'I wonder what will happen if we add more bricks?'

What does the early years setting do well and what does it need to do better?

- Children enjoy playing outside, which is secure and well resourced. Staff actively engage with the children to make them aware of risks and how to reduce them. For example, while children are riding bicycles in opposite directions, staff alert them to the risk of an accident and discuss what they could do. The children then decide to all ride in the same direction to avoid bumping into each other.
- Staff are attentive to the children's needs in the hot weather and encourage them to play in the shade when it starts getting too hot in the direct sun.
- Parents are well informed about what their children are currently learning,. They have opportunities to help support their children's learning at home with the home learning bags the nursery have sent families, together with the ingredients and instructions to make playdough with their children, and the words to the song they sing.
- Staff know their key children well and confidently discuss what they can currently do and what they want them to learn next. However, staff do not consistently implement their learning intentions into the activities they provide.
- Staff are patient with the children and talk sensitively to them. For example, they let them know it is time for a nappy change, and discuss what they can do when they are finished. Staff seek children's cooperation before proceeding, which results in children being calm and happy during intimate care routines.
- Overall, children enjoy the activities on offer during the day and spend quality time cutting, drawing and chatting to one another and to staff. However, sometimes staff carry out activities that the children are not interested in, and they quickly disengage.

- Staff introduce the children to new vocabulary during the activities. For instance, when digging for dinosaur bones, staff introduce new words to the children, such as 'herbivore', 'carnivore' and 'omnivore'. They then teach the children what these words mean, encouraging them to identify with which diet they follow. One child proudly says he is an omnivore.
- Managers have designed an ambitious curriculum with a focus on continuous evaluation to drive forward improved outcomes for the children. For example, they have produced home learning bags to send home to families to allow children to practise skills they have been taught, which will foster their independent learning.
- Staff feel well supported by leaders and managers through open dialogue, regular supervisions, training, and support to further their professional development. This ultimately leads to improved outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

Following the last inspection, management has taken swift action to embed good safeguarding practice at the nursery. All staff have good knowledge and understanding of how to keep children safe. They speak confidently about the signs and indicators of abuse and procedures to follow if they have a concern about the welfare of a child. All staff receive safeguarding training and managers regularly check the staff's knowledge and understanding through questioning, staff supervisions and general discussions during the day.

What does the setting need to do to improve?

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

- ensure all staff understand how to implement learning intentions consistently through the activities they offer
- work on meeting the individual needs of the children when delivering the curriculum to keep them highly engaged in their learning.

Setting details

Unique reference number	EY560837
Local authority	Suffolk
Inspection number	10233244
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 5
Total number of places	
Number of children on roll	27
Name of registered person	YMCA Trinity Group
Registered person unique reference number	RP560833
Telephone number	01473 738017
Date of previous inspection	9 March 2022

Information about this early years setting

YMCA Childcare Grundisburgh registered in 2018. It is situated in Grundisburgh, Suffolk. The setting employs seven members of childcare staff. Most staff hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday during school term time. Sessions are from 8am to 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector carried out joint observations of group activities with the deputy manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and grandparents during the inspection and took account of their views.

We carried out this inspection 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.

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