

Inspection of YMCA Mansion House PreSchool

St. Patricks RC School, Lacock Road, Corsham SN13 9HS

Inspection date: 2 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly greeted by staff at the gate and enter with confidence, demonstrating that they feel safe. Older children know to hang their coats and bags up, and younger children are supported to do this. Those children who are unsettled upon arrival are comforted by staff and quickly settle in.

Children have access to a range of stimulating resources based on their interests and next steps in learning. They develop good concentration skills. For example, the youngest children manipulate a sand mixture in their fingers and explore the marks they make using different tools. Older children enjoy using their imaginations as they play in the role-play area, expanding their vocabulary with skilful staff who hold discussions with them about fruit. Children are supported well with their physical skills. For example, staff provide paper, pens and scissors, modelling how to use these correctly. Children proudly share their achievements with those around them as they use the scissors correctly or create their own marks.

Staff are positive role models and treat all children with respect. When there are minor disputes, staff gently remind children to take turns or distract children with toys of their choice. This contributes to children's growing ability to regulate their own behaviour. Staff frequently praise children and tell them, 'Well done'. This helps to develop children's self-confidence. Children behave well.

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

- The newly appointed manager is passionate about her role and has worked hard with staff to support their professional development. As a result, the quality of care provided for children is good, and staff morale is positive. The manager has reviewed the routines to improve staff deployment and interactions for younger children. For example, staff offer a rolling snack and adapt the care routines so as not to interrupt the learning opportunities.
- Staff read stories with enthusiasm, and children enjoy looking at books independently. The children excitedly re-enact stories, which stimulates their imagination and encourages their communication and language development. For example, children excitedly create cakes and drinks in the role-play area after listening to 'The Tiger Who Came for Tea'.
- Children have good opportunities to develop their understanding of the wider world. For instance, staff take children out in the community to experience the world around them. Children benefit from 'welly walks' where they visit the local church and shops, to help broaden their experiences.
- Children display high levels of enjoyment as they play and learn. They are confident to explore the environment, both indoors and outdoors. Children have

the freedom to make their own choices and follow their interests. They enjoy running, climbing, jumping and playing with their friends. They have opportunities to use their imagination. For example, Staff support their communication skills by encouraging them to talk about what they are doing and join in with their role play of going 'shopping' outside.

- Children with special educational needs and/or disabilities are supported well. Staff have a good knowledge of the children and their needs. Staff liaise closely with parents and other professionals and provide one-to-one or small-group sessions to focus on children's individual targets. These support children to catch up in their learning and have early input to help their specific learning needs.
- Overall, children develop their independence skills well. For example, they feed themselves at mealtimes and use knives to butter their toast. However, some staff step in too quickly and help with tasks that children can do for themselves, such as pouring water and opening items of their lunch. This does not offer the best possible encouragement for children to confidently practise these skills.
- Staff talk to children as they play. They introduce words that help children to build a wide vocabulary. Staff are eager to help children to learn and develop their ideas. They ask children a lot of questions, but at times do not give children long enough to think and formulate a response.
- Parent partnerships are strong. Parents speak highly of the care and education their children receive. They commend the staff for their hard work and support for their children's progress. They comment on feeling fully informed through verbal communication and the mobile application.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a suitable understanding of their duty to protect children from the risk of harm. They recognise the potential signs and symptoms of abuse and understand the local procedures to follow if they need to seek further help or to report any concerns. Staff have appropriate knowledge of all safeguarding matters, including the risks posed to children by extremist views and behaviours. They receive regular training, and the manager uses scenario-based questions to keep their knowledge up to date. There are effective recruitment and induction procedures to ensure that staff are suitable for their role.

What does the setting need to do to improve?

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

- support staff to promote children's independence and self-care skills more effectively and consistently
- give children more time to think and respond to questions being asked.

Setting details

Unique reference number	2594612
Local authority	Wiltshire
Inspection number	10249205
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	34
Number of children on roll	24
Name of registered person	YMCA Brunel Group
Registered person unique reference number	2594616
Telephone number	01249 712569
Date of previous inspection	Not applicable

Information about this early years setting

YMCA Mansion House Preschool registered in 2020. It is situated in Corsham, Wiltshire. The setting opens from 8am until 4pm. A team of eight staff work directly with the children, of whom two are qualified at level 4 and six at level 3. The setting accepts funding for the provision of free early years education for children aged two, three and four years, including the extended 30 hours.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation of an activity with the manager, and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the nursery. The inspector observed practice in all the rooms and spoke to staff at convenient times during the day.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector completed a learning walk of the nursery.

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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