



YMCA Weston Park Community Day Nursery

Inspection report for early years provision

Unique Reference Number	EY330646
Inspection date	07 November 2006
Inspector	Alison Jane Kaplonek
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Registered person	YMCA Fairthorne Group
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

YMCA Weston Park Nursery is a Sure Start Children's Centre. It is funded by Southampton City Council and is managed by the YMCA Fairthorne Group. It is one of a variety of children's enterprises in Hampshire, Dorset and the Isle of Wight run by the YMCA Fairthorne group. It opened in 2006 and operates from a purpose-built nursery. It is situated in the Weston area of Southampton. A maximum of 32 children from two to five years may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for all year round. All children share access to a secure enclosed outdoor play area. The nursery welcomes children with special educational needs, and also children who speak English as an additional language. At present 22 children attend, of whom 13 are in receipt of funding for nursery education. One fulltime and four part-time staff work with the children, four of whom are appropriately qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play a positive role in keeping themselves healthy and learning about healthy living. They talk about eating well as they enjoy their fruit or breadsticks during snack time and are encouraged to independently wash their hands, collect their cup and bowl and to select their snack. The majority of children are able to follow the pictorial time line which enables them to understand this routine. Children who stay all day are encouraged to bring healthy lunches and they enjoy the social interaction with their friends as they eat. They can access drinking water at any time. Effective adult support, which promotes good hygiene practice, helps them to independently take themselves to the toilet, wash their hands and help themselves to tissues to wipe their noses. Staff have undertaken first aid training in the past and have a good knowledge of how to deal with any emergencies which may arise, although they have not all kept their training up to date.

Children take part in a wide range of activities which promote their physical development. They delight in their play time in the varied garden environment where they practise skills such as peddling, scooting and balancing, although there are limited opportunities for them to practise their climbing skills. Children quickly pick up new skills such as how to make the new ride-on cars move using the steering wheel. They move confidently and with control, for example when steering the trikes and cars around the path. They learn about road safety as they use the traffic lights, which they have made, to stop their friends as they cycle past. All children are able to practise their manipulative skills as they help themselves to pencils, brushes, tape and collage resources, which they use competently.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are well cared for in this purpose built nursery which provides a safe and secure environment. Entrance to the building is monitored and the garden area is fully fenced in. Staff make good use of the available space, setting up resources in learning or interest areas, such as a construction area, book corner and writing table. They deploy themselves well to ensure that children are closely supervised while also being able to move freely within the nursery, confidently accessing well maintained toys and play materials. They have a good awareness of safety issues and reduce the risk of accidents by carrying out daily visual risk assessments on the premises and equipment. Fire evacuation is practised with the children, and staff have an evacuation bag containing nappies, a first aid kit and the mobile phone, which they take outside with them. However, fire extinguishers and blankets have not yet been fitted in the nursery, leaving children and staff at risk in the event of a fire. Children are protected by staff who follow effective safety procedures, such as the recording of accidents or the administration of medicines. These are shared with parents and carers and enable children to play and learn in a secure setting.

Staff have a clear understanding of child protection issues and many have completed training. They are aware of the need to protect both the children and themselves. They keep local child

protection team telephone numbers and referral forms accessible. There is a comprehensive child protection policy in place, which clearly states that staff have a duty to report any concerns to social services, but does not include informing the regulatory authority.

Helping children achieve well and enjoy what they do

The provision is good.

Children are provided with a good range of resources and activities which cover all areas of learning and provide good play opportunities for all, including those with learning difficulties or disabilities or those for whom English is an additional language. Children are able to self-select a good variety of resources and materials from the child friendly storage units provided, frequently initiating their own learning. They are settled and enjoy their time at the nursery. Staff are attentive, interested in what the children say and encourage them to think and recall past learning.

The quality of teaching and learning is good. Children are making good progress in all areas of learning because of the staff's excellent knowledge of their individual needs. Staff provide a child centred environment where children have a wide choice of interesting and practical activities and are learning while they play. As a consequence, children can set their own challenges and progress at their own pace. Staff extend children's learning using positive teaching and questioning, whilst allowing them to move freely between activities. Children's work is valued and displayed, providing a bright and stimulating environment and they are encouraged to take some home to show their parents or carers. Children benefit from staff who have a good understanding of how children learn, are all involved in making observations and assessments, and take part in the planning of activities. Plans cover all areas of learning and identify the stepping stones for learning although the system is still being developed and is not yet linked to the children's assessments.

Children are confident speakers using language to initiate and organise their play. Those with English as an additional language are included and supported in their play and continually introduced to new vocabulary. Children use language to explain what they are thinking and doing, both to staff and each other. For example, a child in the construction area explains how she is sawing the edges off the building and another tells staff how she made the ride-on car move by wobbling the steering wheel. They enjoy using books and listening to stories. They often sit in the book corner and look at books or use the story tape independently. Some children are beginning to recognise their names on labels when they self-register or find their place at snack time. All children use marks to represent their ideas and are encouraged to practise their manipulative skills.

Children take part in a wide range of games and activities, such as puzzles or action songs, which develop their number skills, and some count and recognise numbers to five or above. Children use mathematical language such as bigger and smaller as they make buildings and towers in the construction area. They talk about shape, size and quantity during planned and routine activities, for example during snack time, when making their traffic lights or when scooping out the contents of their pumpkins. They learn about problem solving through practical activities such as cooking or singing action songs.

Children regularly explore and investigate, for example when cooking, growing sunflowers, painting or playing with the natural resources available outside. They talk about living things as they watch the three giant snails moving in their tank. Children use their imaginations well in numerous play situations, for example during role play on their construction site, when mixing paints or designing and making using the wide range of resources such as old boxes, sticky tape, wool and shredded paper. They explore colour while they mix paints and texture while they play with the melon pips in the water trough or feel the fir cones on the stick. Children are gaining a good sense of time as they respond to the listening bell which indicates snack or tidying-up time. They are beginning to learn about the customs and beliefs of others. Children use tape recorders and some electronic toys although the range is limited.

Helping children make a positive contribution

The provision is good.

Children play a positive part in the life of the setting. The well organised environment encourages children to play a responsible role as they help to tidy away the resources, use the dustpan and brush to sweep up the sand and pour their own drinks. The majority of children settle easily and thoroughly enjoy their time at the nursery, independently accessing the toilets and washing facilities and confidently selecting their own choice of activities. Children who find it more difficult to settle are well supported by staff who know them well and encourage them to try a variety of activities. All children are equally valued and their individual needs well met. Children with special needs or English as an additional language are provided with extra support by staff, for example children learning English as an additional language are encouraged to try new words or names and praised for their achievements.

Children benefit from clear rules and routines. They respond well to staff who explain why they shouldn't run in nursery and know they must be quiet when they are asked to put on their listening ears so that they can listen to instructions. Staff continually praise and encourage good behaviour and as a consequence children behave well. Strategies, such as the use of a star chart, are agreed with parents or carers before being implemented. Children have access to a selection of resources which promote equality of opportunity, for example books, treasure baskets and posters. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents are kept well informed about the policies and procedures, trips and special events, through regular newsletters and clear information boards. Staff talk to them each day about the activities their children have taken part in and inform the parents of the younger children about nappy changes and food eaten. However, some feel they do not receive sufficient information about the planning. They are encouraged to be involved in their children's learning and some volunteer to help with cooking or gardening during a session. They feel able to approach staff and discuss their child's care and welfare.

Organisation

The organisation is satisfactory.

Children are settled, happy and enjoy their sessions in the organised environment. They are cared for in secure, purpose built premises where staff are appropriately checked and qualified and good ratios are maintained. Staff all work directly with the children, providing help and support where required. They work well as a team, understand their clear roles and responsibilities, and ensure that children's individual needs are well met.

Good essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a good standard. Staff complete registration forms for each child, with the parents or carers, which helps them to get to know the children's likes and dislikes and informs them of any religious, cultural or medical needs the children may have. They complete daily registers for children, staff and visitors.

Leadership and management is satisfactory. There is a clear management structure within the day nursery and staff are clear of their roles and responsibilities. All staff and management are committed to providing care and education of a good standard. They ensure that evaluation is carried out during regular team meetings and are beginning to monitor the provision for nursery education. Staff receive regular appraisals to identify their training needs, and there is an induction procedure for new staff. Overall the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there is at least one member of staff with a current first aid certificate on the premises at all times.
- ensure that the recommendations of the Fire Safety Officer are followed and that fire blankets and extinguishers are in place.
- ensure that the child protection policy includes the duty to inform Ofsted of any referrals made.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning and assessment system, and ensure that parents and carers are kept informed.
- continue to develop the range of resources, with particular regard to those for climbing and information technology.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk