



YMCA Day Nursery

Inspection report for early years provision

Unique Reference Number	133112
Inspection date	02 February 2007
Inspector	Barbara Walters
Setting Address	International House, Broad Street Place, Bath, Avon, BA1 5LH
Telephone number	01225 325911
E-mail	daynursery@bathymca.co.uk
Registered person	The City of Bath YMCA
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 satisfactory.

WHAT SORT OF SETTING IS IT?

YMCA Day Nursery is sited within the Bath YMCA building and is registered for full day care for a maximum of 20 children under the age of five years, with a maximum of six children aged between 18 months and two years. Sessions are from 08.30 to 17.30, Monday to Friday all year round, excluding bank holidays and certain days between Christmas and New Year. There are different sessions available throughout the day. It serves families from the city and those coming to work in Bath.

The nursery has sole use of its self contained rooms and uses the gym hall within the building for physical play sessions. Meals and food are provided by the on-site restaurant kitchen. There is an enclosed outside play space with paved and safety surfaces of which the nursery has sole use. There are 36 children on roll of whom 15 three-year-olds and one four-year-olds receive

nursery education grant. The setting supports children with special educational needs and English as an additional language.

There are four staff and a manager all of whom are qualified or working towards a level 3 qualification in childcare and education. The nursery is supported by the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally promoted because staff follow appropriate routines to make sure that all areas are kept clean and tidy. For example, tables are cleaned regularly and staff wear aprons when serving food. Nappy changing procedures are hygienic and the risk of cross-contamination is further limited as children from an early age spontaneously wash their hands after use of the toilet and before meal times. Children's welfare is promoted should they have a minor accident or need medication by the clear recording which is maintained by staff and shared with parents. All staff hold a first aid qualification. Children learn the value of healthy eating through the availability of nutritious fresh meals and snacks. However, there is limited daily choice and the food on offer may not appeal to the children and therefore is not necessarily sufficient to meet the individual child's preferences and requirements.

All children enjoy a varied range of physical activities on a daily basis that contribute to their good health. They use the indoor play area for moving to music in a variety of ways such as pretending to be animals and swinging their arms like an elephant. Children become excited at the mention of outside play and enjoy the freedom of space when they use the outdoor play area. They run safely and confidently around obstacles and each other. They learn control and balance on the blocks and develop their throwing and catching skills using a variety of equipment such as bean bags and balls. Children competently use the selection of wheeled toys and skilfully peddle the trikes through obstacles and develop their stopping skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well supported in an environment which is organised to promote their safety. All children are cared for in one room which enables staff to monitor them carefully and good staffing levels are maintained so the children are well supervised at all times. Children's pictures and paintings are attractively displayed around the setting, creating a colourful and welcoming place for them to learn and play.

Good safety measures are in place to allow children to move around freely and independently. For example, staff are vigilant when moving between the play room and the well maintained garden and children are regularly counted and checked against the register. Fire safety is given a high priority in the group and children regularly take part in fire drills. They further learn to keep safe by not running in the corridor and staying close together when visiting other areas of the building. Children play in a room which is well thought-out to provide quiet, active and

floor play areas. Children play happily with the wide range of safe toys and equipment which is suitable for their age and stage of development. Resources are organised in open, low-level storage units so that children can access them easily and safely.

Good arrangements are in place to safeguard children's welfare. Staff have good awareness of their roles and responsibilities with regard to child protection and only staff who have appropriate qualifications are left unsupervised with children. There is a written child protection policy which is shared with parents and the child protection co-ordination ensures that procedures are up to date and staff are secure in their understanding of their responsibilities.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are encouraged to make choices from a wide range of resources which interest them. Children of all ages are busy and are eager to investigate and join in the activities on offer or to choose their own play. Children are involved in role play, actively using the vet's equipment with purpose, or developing their imagination by developing the home corner for their own play from the vets to the hairdresser. Children enjoy daily opportunities to take part in singing or playing musical instruments. They join in familiar songs, clapping at the appropriate time and trying to keep up with the actions following the examples of their older friends. Children know and happily take part in the daily routine which includes time for active and quiet play.

Children are confident and work independently or in a group. Their self-esteem is developed when they help with the daily routines of the group such as giving out the fruit at snack times and helping to clear their toys away. Children are well supported by staff who actively join in their play and encourage them to try new activities in safe environment. Staff have begun to use the Birth to three matters framework for younger children's assessment but this does not support their planning for individual children.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage and the stepping stones and how children learn. Children benefit from a broad and balanced curriculum, which is thoughtfully planned, although the learning outcome is not obvious. Staff have secure relationships with the children and spend time supporting them in their play. Children are grouped effectively which provides them with individual attention if necessary. Staff listen to them and question them appropriately to help prompt their thinking, such as "what happens next?" and "what can we see here?" Resources are organised well to promote children's independent access. However, not all activities are suitable for individual children's level of learning and provide suitable challenge. Children's assessments and observations are recorded but the records do not fully monitor children's progress and are not used to help plan the next steps in their learning.

Children consistently develop their independence by selecting the resources they want to use for their activities, and pour their own water or milk at snack time. They are motivated to learn and confidently clap themselves after singing their songs well. Children enjoy listening to stories and enthusiastically predict what will be happening in the jungle. They begin to recognise their

names and the names of their friends at registration time, but have limited opportunity to develop their writing skills and link sounds to letters. Children begin to increase their understanding of numbers through counting routines, such as the number of legs on the spider and how long it takes for a member of staff to carry out an activity. However, children have limited experiences when they are able to recognise numerals and solve simple problems. Children develop free expression and explore paints by bringing in new colours and mixing and spread the paint using their hands. They enjoy singing familiar songs and join in with the actions. Children show curiosity when they explore the fruit through the magnifying glass and delightedly identify the baby animals with their mothers.

Helping children make a positive contribution

The provision is good.

Staff value children as individuals and develop their sense of belonging by displaying their work on the walls and photographs of themselves for all to see. Parents and children are greeted with a multilingual welcome poster and they immediately receive the positive message that all are welcome. Children develop a good understanding of diversity through the meaningful range of resources to provide a positive view of the wider world and an awareness of their own environment. For example, play resources are non-stereotypical and the multicultural dolls have realistic features and clothes.

The group has effective arrangements in place to care for children with special needs. All children are encouraged to join in activities on offer and their efforts are valued, regardless of how well they have achieved. The group has a positive policy of managing behaviour. Staff know the children well and use positive methods such as consistent praise and acting as appropriate role models. Children are secure in the boundaries and respond well to the expectations of behaviour. They eagerly help to tidy away their toys and show responsible behaviour by finding the right toy for a younger friend to play with. Children's spiritual, moral and cultural development is fostered.

Partnership with parents is good. Staff develop positive relationships with parents and take time to talk to them about their children. There are good systems in place for keeping parents informed, such as the parent handbook, regular newsletters and parent feedback forms. Parents are encouraged to take a meaningful part in their child's learning by the opportunity to read and add comments to the observation record. Information about children's development is shared effectively through informal daily discussions and the group's notice boards which contains a wealth of information about the setting and the themes and activities which the children are involved in.

Organisation

The organisation is good.

Children are supported by qualified and experienced staff who work well as a team to promote an environment where children experience continuity of care and familiarity. Strong systems are in place for the recruitment of staff and to ensure that they are suitable to work with children. Children are secure as they follow familiar routines. Good staff ratios, staff deployment

and thoughtful allocation of key workers ensure individual children's needs are met. The setting have developed their own policies and procedures to ensure the smooth and consistent operation of the childcare. Documents meet all requirements of registration and are stored confidentially and shared appropriately with parents. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. Staff are supported in their professional development by attending courses and gaining further qualifications. Staff meetings and planning sessions ensure effective communication within the staff team and they work well together to help promote an environment where children feel secure. However, the system for monitoring and evaluating the programmes for nursery education does not identify the learning outcomes for children and therefore, their progress and attainment is not consistently supported.

Improvements since the last inspection

At the last inspection the group was asked to ensure staff greet parents and welcome them into the nursery, to ensure the entrance corridor provides a welcome for children and to maintain a record of visitors or other people on the premises. A bright display at the entrance corridor welcomes parents and children and a visitor's book has been developed and maintained. The group was also asked to ensure staff have an understanding of the health and safety policy, to ensure staff have good knowledge and understanding of Child Protection issues and to ensure that new staff members receive induction. Staff have completed child protection training and regularly discuss health and safety issues at staff meetings. A induction procedure has also been developed for new staff members.

Complaints since the last inspection

Since the last inspection 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 daily snacks and meals are sufficient to meet children's preferences and requirements
- further develop the range and organisation of activities for children, particularly the younger age, for example by using the Birth to three matters framework

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):

- further develop planning that is linked to the stepping stones and develop the use of observation and assessment to impact more effectively on planning, to ensure appropriate challenge for all children
- ensure children have consistent opportunities to develop and practise linking sounds to letters, reading and writing for purpose
- ensure children have consistent opportunities to use math for problem solving and numeral recognition.

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