

YMCA City Tots

Inspection report for early years provision

Unique Reference Number	EY272033
Inspection date	11 June 2007
Inspector	Jasvinder Kaur
Setting Address	29-31 Temple Street, Wolverhampton, West Midlands, WV2 4AN
Telephone number	01902 371 581
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Registered person	Wolverhampton 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 good.

WHAT SORT OF SETTING IS IT?

YMCA City Tots Nursery opened in 2003. It operates from three rooms in YMCA's headquarters in the city centre of Wolverhampton. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday all year round. Operating times are from 08.00 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 39 children aged from three months to under five years on roll. Of these, six children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

The nursery employs eight members of staff. Of these, five hold appropriate early years qualifications and three are working towards a qualification. They receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have good awareness of personal hygiene. They wash their hands before they eat their snacks, after using the toilet and after playing in the sand or other messy activities. Children wear aprons for such activities without being prompted by staff. Good hand washing facilities are provided in all rooms. Most children understand the importance of washing hands and do so readily. Staff implement effective hygiene routines and ensure that tables are regularly cleaned with an antibacterial solution. Good nappy changing arrangements ensure young children are protected from cross infection. Children are protected from the spread of infection because there is a procedure in place to exclude children with infectious illnesses. Accident records are well maintained and shared with parents, who countersign all entries. Staff have a good understanding of the importance of keeping a record of medicines administered to children and obtaining written parental consent. All staff hold a current first aid certificate. The above factors ensure that children's good health is promoted.

Children enjoy a social and relaxed atmosphere at meal times. They are provided with freshly cooked lunch including pasta, rice, nan-bread, meat, fish, vegetables and puddings. However, nourishing options such as fresh fruits and vegetables are not available at snack times. Children have a choice of water, squash or milk to drink with their lunch and snacks, but drinking water is not readily accessible. This means children gain a limited understanding of the value of good nutrition and regular fluid intake. Staff work in partnership with parents to meet children's dietary needs and are sensitive to those needs. All foods comply with any special dietary and religious requirements to promote children's healthy growth and development.

Children develop their physical co-ordination through stimulating daily indoor and outdoor experiences. Staff use 'Birth to three matters' guidance well to provide a range of physical play experiences for children up to three years. All are able to rest or be active according to their needs. There are good opportunities for children to learn about keeping healthy through regular exercise. The use of physical play equipment and enthusiastic participation in outdoor games promotes their physical development. Their coordination and spatial awareness develops as they enjoy taking part in a variety of group games. Children also enjoy walking to their local library and other educational facilities in the area. Some children are beginning to recognise the changes that happen in their bodies when they are active.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure and safe indoor and outdoor environment. They are closely supervised by staff at all times. Children use good quality toys and equipment appropriate to their age and stage of development. Premises are welcoming to both parents and children, with a wealth of displays of children's art work and colourful posters in the reception area and all playrooms. Information for parents such as policies and procedures, planning of activities, staff's roles and photographs is displayed in the nursery, contributing to children's well-being.

Space is well organised so children can move about freely and safely, including babies who are mobile. Staff monitor access to the provision and all visitors are requested to produce identification and sign the visitors' book. There is a good security system in place for the premises. All entrance doors are bar-coded and clearly visible from inside, ensuring no

unauthorised persons can gain access. There is a good system for registering children's arrival and departure, which is accurately recorded. Children learn about safety through daily routines and simple safety rules which they are reminded of during play indoors and outdoors. All staff are well aware of health and safety regulations through induction, well documented policies and visits from the local authority health and safety officer. This helps them to carry out their responsibilities with confidence. There are effective procedures in place for emergency evacuation and these are practised regularly. Written risk assessments are effective in identifying and reducing potential risks and hazards on the premises and on outings.

Children are well protected because all staff have a clear understanding of child protection issues. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. All staff members demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the nursery happily, separating from their carers with confidence and chatting to staff and their friends in the process. Babies receive positive interaction from staff, who spend time talking, holding and playing with them. Lots of cuddles, one-to-one attention and eye contact help to promote their wellbeing. They explore their surroundings and are provided with challenge and support to encourage them to crawl, pull themselves up to their feet and learn to walk. They develop their learning skills through planned activities and daily routines such as painting, listening to music, singing and being read to. Babies under one year respond to singing activities through facial expressions and body movements. All babies have the freedom to engage and play with many sound, shape, colour, and push-button toys daily.

Children between the ages of two and five make steady progress through staff recognising the uniqueness of each child. An effective key worker system ensures children are cared for by a consistent use of staff whenever possible. Children settle well and are involved in a range of activities which they enjoy. They engage adults in conversation, talking about their family and personal experiences, sharing what they know. For example, they explain how they post a letter in a post box. Children have positive relationships with the staff and receive attention when they need support. They play happily together and with adults, using resources such as puzzles, play dough, construction sets and a wide range of materials for arts and crafts. Musical activities, including singing and action rhymes, contribute to children's communication and creative skills. Exploration through paint, dough, sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Children benefit from a colourful, stimulating and learning-friendly environment in which they are happy, content and well cared for.

Nursery Education

The quality of teaching and learning is good. Children show good levels of concentration and are interested in a varied range of stimulating activities. Staff work together well and share ideas to cover the six areas of learning for children. All staff have a good knowledge and understanding of the Foundation Stage, and planning incorporates most aspects to promote children's learning. However, opportunities for children to develop mathematical skills and use information technology in everyday play are relatively limited. This means children make less than optimum progress towards their mathematical and technology skills. An effective key worker system ensures children are cared for by consistent staff. Children are confident in

approaching staff about their needs. They readily talk to adults and their friends to share their personal experiences such as family birthdays and holidays. Planning is good, links clearly to stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning. Staff use regular observation of children's play and learning to plan their next steps. Children are eager to face new challenges in a safe and effective learning environment. Staff ask questions to make children think about what they are doing and develop ideas.

Children show an interest in the available activities and relate well to staff, who give support and encouragement to them to develop their confidence. They show delight and enjoyment when playing with their favourite toys such as musical instruments, cars, jigsaws, play dough and sand. Group activities encourage children to share, work together, take turns and pay attention to others. They learn to show care and concern through well-planned activities and role play such as cuddling dolls and singing 'Miss Polly had a dolly'. Children display good personal independence skills while dressing and undressing, selecting their own activities and pouring their own drinks at snack time. They demonstrate a sense of pride in their own achievements and show their art work to staff and visitors. Most children show an awareness of the behaviour expectations within the setting and say 'sorry' to their peers without being prompted by staff.

Children develop their communication skills through routines and planned and unplanned activities such as singing nursery rhymes and reading stories. They listen and respond with enjoyment during registration, group activities and snack times. Children extend their vocabulary by sharing their thoughts and experiences. They use speech to explore real and imagined experience such as making a pretend phone call to their parents. Most children recognise their names on their cards. Some are able to read and write their own and their friends' names. There are good opportunities to link sounds and letters during daily routines. Children use paper, pencils and crayons in the writing area. Most children use them correctly both to draw lines and make marks. They are confident in expressing their preferences and ask staff to read their favourite books. The book area is made inviting for them all to help themselves. Younger children show interest in illustrations and prints in books and say the names of the objects featured in the book.

Children show some developing understanding of numbers, shapes and colours through daily routines and planned activities. Most children confidently recognise shapes and numbers. They explore practical mathematical activities to count and to talk about the shapes of everyday objects. However, they have limited opportunities to develop simple calculation skills, use language to make comparisons or to solve practical problems. There is a good range of displays and resources such as calculators, magnetic and wooden number shapes, flash cards, puzzles and jigsaws for children to improve their mathematical skills.

Children are encouraged to learn about their environment and to notice objects around them. They look closely at changes in the season and notice features like the sun, the moon, day and night. Trips to the library and other such places in their local area ensure that children have a good knowledge and understanding of their environment and the world around them. There are well-planned opportunities for children to begin to use their senses. For example, they feel the texture of jelly. Although children have free access daily to programmable equipment such as telephones, calculators and push-button toys, access to the computer is limited. They are also made aware of opportunities for recycling as they use a wide range of materials for junk modelling. Children build and construct with a wide range of objects, tools and joining materials.

Opportunities are provided for children to learn about the days of the week, and past and present. They use appropriate language such as 'yesterday' and 'tomorrow'.

Children have access to a wide range of outdoor equipment such as hula-hoops, push along toys and soft ball games. They move confidently, safely and with control while playing and going around, under, over and through the outdoor play equipment. Children show awareness of space for themselves and for others, while running, kicking, throwing and catching balls without colliding. Older children recognise the changes that happen to their bodies when they are active. Children are engaged in activities requiring hand-eye coordination and show increasing skill in the use of construction sets and cutting, rolling, patting and twisting malleable materials, including play dough.

Children have good opportunities to develop their creative talents, as they use a wide range of art and craft materials to create their own work alongside more structured art activities for the purposes of themed pieces or a wall display. For example they paint and draw, make shapes and collages, and play with sand and water. Children enjoy singing their favourite nursery rhymes from memory, and younger children join in by moving spontaneously to familiar sound patterns. There is a wide range of musical toys and instruments. Children use their skills and imagination to make binoculars out of recycling materials. This means that children's educational needs are met well.

Helping children make a positive contribution

The provision is good.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance and instructions from staff. In group situations they listen to each other and wait patiently for their turn to speak. Children are encouraged to say 'please' and 'thank you' and put toys away at tidy up time. Strategies for managing children's behaviour are appropriate and ensure that children are not humiliated in any way. Children and parents who speak English as a second language are supported by multi-lingual staff. Books in dual languages help children to build their confidence and feel valued. There are also posters and information in different Asian languages. Children with learning difficulties are supported. Close links with the area special educational needs co-ordinator (SENCO) and other professionals allow staff to seek advice and support to ensure children's needs are met effectively. Consequently staff are proactive in providing an inclusive service.

Children play in a warm and welcoming environment where staff are approachable and sensitive to children's needs. Children have positive, affectionate relationship with staff. A range of activities arranged by staff are available for children to initiate their own play. Children have appropriate opportunities to learn about themselves, each other and the world around them through planned activities. They taste different foods from around the world while celebrating different festivals throughout the year. There is a good range of displays reflecting diversity. Children have access to an appropriate range of resources depicting positive images of diversity. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents and carers are good. Staff establish relaxed and informal relationships with parents. Information is shared verbally on a daily basis and parents receive information about nursery education, policies and procedures and the services provided. Parents are made aware of the complaints procedure should they have any concerns about the setting. They are encouraged to be involved in themed activities and to put forward their views in order to ensure that their children's needs and interests are met. Staff provide opportunities to parents to be

informed about the Foundation Stage and the six areas of learning. Formal and informal meetings are held to discuss children's progress. Parents are made aware of the short-term, medium-term and long-term plans.

Organisation

The organisation is good.

The leadership and management of the setting are good. The management team have a clear understanding about the service their setting provides and have a sound overview of what can be done to further meet the needs of the children and parents. Consultation with parents allows them to be aware of these needs on an ongoing basis. Children are comfortable within a secure environment and benefit from a stable staff group who enjoy caring for children. Systems are in place to ensure that staff are aware of current good practice and guidelines, and can develop and extend their experience through relevant training. Staff meetings and a clear management structure help to ensure that staff remain committed to providing an exciting, happy, comfortable and caring environment for the children in their care.

All staff working with children have appropriate childcare qualifications and have a commitment to accessing ongoing training. All staff hold a current first aid certificate. Good child to staff ratios mean that children have good individual attention where required, and this helps them to develop well. Good procedures are in place for ensuring that children are cared for by staff who have had appropriate experience, take pleasure in working with children and have completed appropriate checks.

Documentation, policies and procedures are organised very well and are clearly working documents. Regular review of procedures ensures that these documents work in practice, with involvement from all staff so that they are clear about what is expected. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed. Records relating directly to children are stored confidentially and in line with requirements.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection the provider agreed to prevent access by children to the kitchen area in the baby room. The kitchen has now been sectioned off with access via a lockable door. This means children's safety is promoted in this respect.

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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The quality and standards of the nursery education are good.

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):

- provide healthy options at snack times and ensure fresh drinking water is readily available to children at all times.

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):

- extend opportunities for children to develop their mathematical skills and use the computer.

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