

YMCA Day Nursery

Inspection report for early years provision

Unique reference number EY302408
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Inspector Heidi Abernethy

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The YMCA Day Nursery has operated under the YMCA Fairthorne Group since 2005 taking over from a privately owned nursery. The organisation has charitable status. The nursery operates from a purpose built unit situated in the grounds of St Mary's Hospital, Newport on the Isle of Wight. There is a fully enclosed outdoor play area. The nursery operates on one level and has ramps to enable access to the outside provision.

The nursery is registered on the Early Years Register. A maximum of 86 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. There are currently 116 children on roll. The nursery employ 19 permanent members of staff, of these, 18 hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Children's individual needs are generally well met because the staff team successfully promote most aspects of their welfare, learning and development. Staff have formed sound relationships with the children and demonstrate a good knowledge about each child's individual family and home circumstances, although opportunities to use this information to its full potential are not yet fully established. Sound systems to evaluate the provision and practice are in place. However, these are not sufficiently robust to ensure all weaknesses are identified and to monitor the impact of any improvements made.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop systems to maintain a regular two-way flow of information between other early years providers to ensure continuity and progression of all children's learning and development
- evaluate the learning environment to reflect diversity within society and the wider world to ensure children gain a positive understanding about themselves and others
- continue to plan and resource a challenging environment inside and outside increasing opportunities for children to extend their learning across all areas
- improve monitoring systems for planning and assessment to ensure accurate records are maintained in relation to children's learning and progress and information is used effectively to identify learning priorities for each child

The leadership and management of the early years provision

Children are safe and secure because recruitment, vetting and induction procedures are robust. Their welfare is safeguarded well because the nursery

manager and staff team demonstrate a good knowledge about child protection procedures. The manager conducts appraisal systems with staff annually enabling them to recognise their achievements and ongoing training needs. Management have recognised some areas for development and have started to introduce the idea of 'learning bays' into the nursery. However, insufficient attention is paid to monitoring the learning environment and planning and assessment records to ensure all aspects of the curriculum are sufficiently included. The systems to monitor where children play and what experiences they receive have not yet been fully implemented. This means some children spend much of the session outside where opportunities for them to extend their learning across all areas are at times restricted.

The nursery have sound systems of self-evaluating their provision and obtains views from parents, staff and children. Information obtained is acted upon such as altering the daily menu to offer more healthy desserts after suggestions received on the parents' questionnaires. Sound partnerships with parents and carers have been developed and they are given verbal feedback at the end of each day. In addition, they receive written information about their child's routine and what they have been doing to support the existing verbal communications. Parents are invited to parents' consultations each term to discuss their child's progress and those unable to attend are offered alternative days and times convenient and accessible for them. The nursery currently have some children within the setting who attend other early years provisions. However, systems to work in partnership with these providers to ensure progression and continuity for the children's care and learning is achieved have not yet been fully introduced.

The quality and standards of the early years provision

Children are settled within the early years environment. There is a happy atmosphere and children separate from their main carers well. Children's starting points are obtained from parents to enable staff to create a smooth transition from the main carer to the nursery. Staff have all attended in-house Early Years Foundation Stage training and systems for planning, observing and assessing children's ongoing progress and achievements are well established. However, an accurate record of children's development and progress is not maintained which does not ensure children's next steps in learning are identified. This impacts on the staff's ability to extend children's learning and provide sufficient challenge to some children.

Children enjoy free-flow access to the outdoor provision where they can amble safely between the inside and outside areas. They demonstrate a good knowledge of putting their coats on to keep warm. Younger children have a lovely time as they wear their Wellington boots and splash their feet into the mud. They run up and down the garden and toddlers giggle as they push their baby dolls in small prams. Overall, the outdoor environment is a strength of the setting and opportunities for children to extend their learning across all areas are well explored during summer months. However, on the day of inspection the outside environment was not used to its full potential. Due to weather conditions some areas were restricted, and although children were able to access outdoors across

the session, they had few resources available. This impacted on their ability to access a wide range of provision and promote their skills and learning across all areas.

Children experience a good range of activities across the session. However, the presentation of the inside learning environment and the accessibility to the full range of equipment fails to provide sufficient challenge to some children. The nursery resources are often not attractively presented and children sometimes fail to make use of what is available without adult support. Children have limited opportunities to problem solve, develop curiosity and investigative skills through their independent play.

Young babies and toddlers who become upset or tired are given reassuring cuddles by staff. The staff team know the children's routines well so recognise when babies are due a sleep or if they are hungry. Older children working with scissors are helped to learn to use these safely and staff explain the reason for safety rules when using and carrying scissors. This equips children with the tools to manage their own safety in the future. Young babies are well supported with developing new skills within a safe environment. For example, babies beginning to sit are supported with soft cushions to ensure they do not harm themselves if they roll over. Children of all ages delight in joining in with music from 'Boogie Mites' and 'Sticky Kids' and become excited as they participate with yoga activities, stretching their legs and bending their knees. Young toddlers take off their jumpers and are introduced to the concept that exercise makes their bodies warm and older children develop a good understanding about the importance of regular exercise.

Children begin to develop an awareness about diversity through learning about festivals and listening to occasional stories read in dual languages. They talk about their families and home lives and staff have a good knowledge of individual circumstances. However, insufficient focus is placed on valuing every child's home culture, for example, through the physical environment and resources available to children.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There has been one complaint made to Ofsted since the last inspection.

On 25 September 2008 a concern was raised under Welfare requirement - Safeguarding and promoting children's welfare and Suitable premises, environment and equipment. These were that a child had the top of his finger cut off in a fire door, the child's bandage had come undone and he was walking around the nursery nearly tripping over it. We visited the provider and discussed the incident. From the information gathered an action was raised to ensure a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following an incident is kept.

During the visit it was also noted that security procedures within the setting were not being followed and as a result an action was set to ensure the policy and procedure the setting works to, to prevent intruders entering the premises is upheld at all times.

Information was received from the provider detailing how the actions had been met. No further action was taken and the provider remains registered.

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.