

West Bromwich and District Y M C A

Inspection report for early years provision

Unique reference number

255160

Inspection date

07/01/2010

Inspector

Karen Cooper

Setting address

38 Carters Green, West Bromwich, West Midlands, B70 9LG

Telephone number

0121 524 1950

Email

dylan.harrison@wbymca.org.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

West Bromwich and District YMCA Day Nursery opened in 1991. It operates from the first floor of the YMCA community building in Carters Green, West Bromwich. There is a fully enclosed outdoor play area available for play. Access to the nursery is via a flight of stairs. The nursery serves the local and surrounding areas.

The nursery is open each weekday from 7.30am to 6.00pm all year round and is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 85 children may attend the nursery at any one time. There are currently 79 children aged from birth to five years on roll. Children attend for a variety of sessions. The nursery is in receipt for funding for nursery education and currently supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are 23 members of staff employed to work with the children on a part-time and full-time basis. Most of the staff hold an early years qualifications to NVQ Level 2 or 3. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this welcoming and stimulating nursery. They have formed good relationships with each other and staff and have access to a good range of age-appropriate toys and resources, which help them to make progress in their learning and development. Staff offer an inclusive service, supporting all children to actively participate in activities which meet their individual interests and developmental needs. Policies and procedures are shared with parents and are generally effective. The management team and staff are included in the self-evaluation process and demonstrate a positive attitude towards continuous improvement and improving outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available to children at all times
- ensure staff are fully aware of maintaining confidentiality with particular regard to displaying children's personal details.

The effectiveness of leadership and management of the early years provision

Staff are aware of possible signs and symptoms of abuse and know the appropriate procedures to follow should they have a concern about a child in their

care. Robust vetting procedures are in place to ensure that children are cared for by suitable people and all staff have an up-to-date understanding of safeguarding issues. Procedures are shared with parents and there is a named person responsible for ensuring that any concerns are dealt with promptly and appropriately. There is a high ratio of staff to children present, ensuring children are always well supervised. Staff are aware of their responsibilities to keep children safe and clear and comprehensive policies and practices are in place to fully support the running of the nursery and to ensure children's safety at all times. For example, children can only be collected by authorised people and passwords are used when necessary for extra protection. Written risk assessments are carried out on the indoor and outdoor of the nursery and any outings undertaken. Staff have a good awareness of security and ensure children cannot leave the premises unsupervised. A coded lock is fitted to the entrance door of the nursery and a security camera system is installed throughout the YMCA building. All visitors are requested to sign in at the main reception and when entering the nursery.

The management team leads by example and are enthusiastic and passionate about their roles in raising outcomes for children. As a result, staff are happy and work well together as a motivated team. The majority of staff hold an appropriate early years qualification and have completed a range of training to ensure their knowledge and skills are updated. Staff are consistently reflecting and evaluating the quality of care and education provided and regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs. Staff receive support from the local authority Early Years Advisors and work closely with the local Children's Centre and area Special Educational Needs Coordinator to ensure the children's individual needs are effectively promoted. The nursery actively promotes equality of opportunity, serving a diverse community. Children are valued and their individuality respected. They have access to a variety of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. A positive equality and diversity policy outlines a commitment to promoting inclusive practice at the nursery, ensuring all children can achieve as well as they can regardless of their background. Documentation is well-organised and regularly reviewed to comply with requirements. However, children's privacy is not fully protected because some written information relating to their personal needs is freely displayed within the nursery.

Staff work in close partnership with parents and carers and effective settling procedures ensure children feel secure. Parents are provided with clear information about the nursery and their child's progress through, for example, a prospectus, regular newsletters, children's individual learning journeys and written policies and procedures. A comments notice board provides the opportunity for parents to state their concerns and suggestions which the manager ensures that any comments are acted on if necessary. Parents speak highly of the staff and feel well informed regarding their children's care and development.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled and have access to a wide variety of toys, resources and activities, which enables them to make good progress in their learning and development. Staff provide a well-balanced range of adult-led and child-initiated activities, covering all six areas of learning. Children benefit from good opportunities to develop their independent skills and to pursue their own interests because many of the toys and resources are placed at low-level in all base rooms; as a result, children are motivated and interested to learn. The nursery is brightly decorated and children's work and photographs displayed around their base rooms encourage children to feel a sense of belonging. The ongoing two-way exchange of information between nursery and home has a positive impact upon children's welfare. Parents and carers are welcomed into the nursery by friendly, approachable staff and information about their child's daily activities and routine is shared readily on a daily basis, both verbally and in writing.

Staff demonstrate a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. They group children effectively according to age and the key worker system enables the staff to get to know the children well. Staff obtain relevant information regarding children's starting points at registration to ensure they are able to build upon children's existing skills. Staff regularly carry out observations on the children's achievements to help identify their learning priorities and to ensure children move forward in their learning and development. Children's work is collated in their individual drawers and folders, which parents can request to look at any time. Children have formed good relationships with each other and staff and are happy and settled. Staff manage children's behaviour well and in a manner that is appropriate to each child's age and stage of development. Praise is given freely to children, ensuring that they develop confidence and self-esteem and positive behaviour management strategies are used such as, kind hands, kind teeth and kind feet to encourage good behaviour. The nursery promotes inclusion for all children and children are helped to consider and value diversity through a variety of toys, resources and planned activities. For example, children have tasted various foods from around the world including Caribbean food and through topics their awareness of other cultures is raised such as Black History and the Jewish and Sikh cultures.

Children are keen to join in the activities, for example, younger children develop their physical and coordination skills as they play with jelly and explore their senses as they smell, touch and taste it, clearly having lots of fun. Older children confidently use the large parachute with gusto, and have good control over their bodies as they run around in circles and competently manoeuvre balls over the top of it. Children enjoy using their imagination in role play and during craft activities. They concentrate well when listening to stories and eagerly join in with familiar nursery rhymes. Children are provided with plenty of opportunities from a young age to develop their early writing skills as most base rooms have a designated area for children to access crayons, pencils, paper and paint. Children have good opportunities to develop their understanding of technology through the use of the

computer and peripherals. They are learning to respect each other and to take care of the nursery's pets when feeding the goldfish. Children develop basic numeracy skills are encouraged through daily routines, books, action rhymes and construction play. Older children can count confidently up to ten and beyond and show increasing skill in recognising and using numbers to support their play when joining in with small group activities such as, 'ten fat sausages'. Children also benefit from a range of activities outside the nursery, for example, they go for walks to the shops, library and the local park. Staff plan these activities well, and use them effectively as opportunities to help develop children's learning, physical and social skills.

Children are helped to understand that washing their hands before eating helps to keep them healthy. Through daily discussions and planned topics children are helped to understand why some foods are healthy and others are not. Mealtimes are relaxed social occasions when children and staff sit together to enjoy their food and each others company. Children are provided with freshly cooked food on a daily basis which is cooked on the premises and four weekly menus are produced for parents to view. Although children are offered drinks at snack and meal times, fresh drinking water is not freely available in all rooms for children to access. Children are developing an understanding of how to stay safe and learn about what is dangerous, for example, staff use outings as a valuable opportunity to discuss road safety. Children learn about fire safety and know the procedure for evacuation in an emergency, which the staff ensure is regularly practised with them. The premises are clean and staff operate a 'clean as you go' policy throughout the day to ensure children's health is protected.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---------------------------------------------------------------------------------------------------	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--------------------------------------------------------------------------------------------------	-----