

YMCA Beginnings Day Care

Inspection report for early years provision

Unique reference number	EY395902
Inspection date	06/01/2010
Inspector	Gill Ogden
Setting address	Beginnings Day Care Ltd, Park Springs Road, GAINSBOROUGH, Lincolnshire, DN21 1NY
Telephone number	01427 679806
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Type of setting	Childcare on non-domestic premises

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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*.

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Description of the setting

YMCA Beginnings Day Care was registered in 2009, taking over responsibility from an organisation linked to the local Sure Start scheme that had initiated the nursery in 2004. It operates from purpose built premises in the uphill area of Gainsborough, Lincolnshire. The nursery is single-storey and there is a fully enclosed outdoor area for children of all ages to use, part of which is sheltered. The nursery is open each weekday, all year round, from 8.00am until 6.00pm.

The nursery is registered on the Early Years Register to provide care for a maximum of 50 children at any one time. Currently, there are 79 children on roll aged between five months and five years. Children attend for a variety of sessions. Children with special educational needs and/or disabilities are catered for. Funded early years education is provided and the nursery is part of a pilot project for changes in this. Of the 14 staff who work with the children, 10 hold relevant childcare qualifications and two staff are upgrading their qualifications. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and stimulating environment. Each of their individual welfare and learning needs are met well as a result of the staff having a secure knowledge of each of them. Every child makes good progress in their learning and development in line with the goals stated in the Early Years Foundation Stage. Relationships with parents are strong which aids continuity of care well. Links with others who are involved with the children are particularly effective in easing transition to school and supporting children who may have additional needs. The nursery is settling in to the recent change of registered provider and systems for ongoing improvement of the provision have been solidly established.

What steps need to be taken to improve provision further?

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

- ensure that all staff are confident in identifying each child's next steps in their learning and development
- monitor the organisation of the session to ensure that every child spends time outdoors to enjoy fresh air and exercise
- increase the opportunities for parents to understand the conflict resolution approach to behaviour management to promote better continuity between home and the nursery.

The effectiveness of leadership and management of the early years provision

The nursery is settling down well after considerable upheavals in senior staff after being taken over by a new provider. The manager is temporary until a permanent manager is appointed but she has worked in the nursery previously and is a well-established manager of the YMCA's other provisions in Lincoln. She has only been in post for a month but has quickly identified key areas for improvement. This includes ensuring all staff have attended basic safeguarding training which is a priority for the organisation. At the moment two staff have attended full training and several others have attended basic training. There is a thorough safeguarding policy and procedure in place which all staff have signed up to and there is detailed information for staff regarding the common assessment framework. Parents are also kept fully informed of procedures. Robust systems are in place for the vetting of all staff to ensure their suitability to be with children. Comprehensive risk assessment records are in place and every effort is made to minimise risks in all the environments children use. Toys, play equipment and resources are plentiful and good quality. The provision for outdoor play is a real strength of the nursery. The staff team is strong and all of them are keen to do their best for the children. All the children benefit from having three male staff and especially the boys for whom they act as good role models. Displays, posters, books and toys help children to develop an understanding and respect for all kinds of people and the wider world.

Close relationships with parents contribute effectively to each child's continuity of care. Parents speak very positively about the nursery and are especially pleased with the recent improved consistency in staffing. When a parent rings to enquire about her young baby who is attending for the first time the manager immediately puts her through to the baby room supervisor so that she can get detailed and accurate information. The nursery has a strong history of working well with others who are involved with children such as health visitors and various therapists. This continues to be the case and parents are made fully aware that staff from various agencies may be in the building and give their consent for joint work to be done in the best interests of their children. However, parents are not yet informed enough about the nursery's conflict resolution approach to behaviour management which impedes good continuity of care in this respect.

The nursery works closely with the local children's centre teacher as well as other local authority advisory staff and has taken part in several pilot projects such as the county approach to assessment and record keeping and working closely with the nearby primary school on communication, language and literacy. There is a system in place for ongoing self-evaluation and an improvement plan has been drawn up to prioritise future developments.

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

Children are very happy in the nursery. They relate to staff very well showing that they feel safe with them. Young babies who have just started to attend soon develop warm emotional relationships with staff and settle quickly. Staff are vigilant about children's safety and a suitable range of safety equipment is in place to help minimise accidents. Unusual circumstances, such as heavy snowfall, are considered carefully and staff are alert, for example, to large amounts of snow beginning to slide off the roof when children are going to play outdoors. The premises are very secure as a result of CCTV and a magnetic key system which is operated by staff only. Children know how to behave safely, supported by regular prompting from staff and routines such as regular fire drills as well as visits from people such as community police officers. Cross infection is minimised as a result of children learning good personal hygiene routines, the premises being kept clean and information being given to parents about outbreaks of, for example, chicken pox or head lice. Children are well-nourished as a result of the meals provided by the nursery and any special diets are known to all staff. Staff take up any training that may be needed, for example, to manage any allergies that children may have. Free flow play between indoors and outdoors allows children to choose where they want to play but it is not monitored closely enough to fully ensure that every child gets plenty of fresh air and exercise. Children behave very well on the whole, responding to the methods staff use to help them resolve issues between themselves. They use good manners and follow the routines well.

The effective key person system supports children's learning and development well. Every child makes good progress towards the early learning goals and their achievements are recorded in their 'special books'. Staff observe and record what children can do regularly and then make plans for their future learning. However, although plans are appropriate to the needs of individual children, some staff express a lack of confidence in planning for children's next steps. There is a good balance between child-initiated and adult-led activities. Children enjoy activities that promote their progress in all the areas of learning. Staff question children and encourage children to think for themselves which results in every child becoming independent. For example, children help to prepare their own snacks by using knives to butter crackers and choosing pieces of cheese and fruit to eat; they roll their sleeves up, get aprons from hooks and put them on before they play in the water tray and then hang the aprons up again; they make their own selections from a range of recycled materials and decide what models they want to make and what they will use to fix things together. Lots of conversation is ongoing between staff and children and children and their friends. Staff are alert to what children are saying and pick up on it for extending activities. For example, some girls talk about what they have been doing at home in the snow and staff use this to develop their play in the snow outdoors. Children proudly show off what they are doing, such as using a child's digital camera to play games and how to press buttons to make sounds with interactive toys. The zone for problem solving, reasoning and numeric is very attractive and children enjoy selecting resources such as puzzles there and make themselves comfortable on the floor to complete them. Babies are supported well by staff to feel secure in their surroundings and to develop their physical

strength as well as learning to communicate by joining in with rhymes and songs. These younger children become very aware of each other and are given plenty of time to watch and take part in activities in any way they can. They are well-stimulated as a result of, for example, a selection of treasure baskets that stimulate their senses and curiosity and messy play opportunities. All in all children are supported well to develop the skills and knowledge they will need for their future learning.

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

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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

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