

# YMCA Nursery

Inspection report for early years provision

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**Inspection date** 18/03/2010  
**Inspector** Victoria Gail Halliwell

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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*.

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.

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## Description of the setting

YMCA Nursery originally opened in 1993, before its re-registration in 2005. It is operated by Ashton, Wigan and District YMCA and is located within the Youth and Community Centre in Ashton-in-Makerfield. There are five purpose planned areas used for the children, who attend full and sessional care, with additional use of an area on the first floor for crèche and out of school activities. All children share time-tabled access to a secure outdoor play area.

The nursery opens each weekday from 7.30am to 6pm all year round. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 113 children may attend the nursery at any one time. There are currently 126 children on roll in the early years age range, some in part-time places. There are 27 members of staff, including the manager, of whom 25 hold appropriate early years qualifications to at least National Vocational Qualification level 3; two members of staff hold a level 2 qualification and are currently working towards a level 3 qualification; the manager is currently working towards a level 6 qualification. The nursery currently supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery receives support from Sure Start in Wigan.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's welfare, learning and development are very effectively promoted. Individual needs are effectively met by a committed and motivated staff team, who recognise the uniqueness of each child and ensure they are well supported. Consequently, the children thrive in a safe and stimulating environment, where they feel secure and valued. Partnerships with parents and other agencies are strong, ensuring that individuals receive the support they need to help them make progress. Staff encourage the children to become active and inquisitive learners, consequently, they enjoy their learning and are making good progress in their learning and development. The setting's capacity to maintain continuous improvement is strong and systems are effectively implemented to monitor the effectiveness of all aspects of the provision.

## What steps need to be taken to improve provision further?

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

- enhance the links between the learning priorities identified during observational assessments and the plans for children's future learning
- improve the accessibility of key resources within the toddler room, to further promote children's interest in books and the written word and provide greater opportunities for them to develop key skills in problem solving, reasoning and numeracy.

## **The effectiveness of leadership and management of the early years provision**

The children's safety is paramount within the setting and robust arrangements ensure that children are well protected. Clear management responsibilities for child protection are in place and are well known by the staff, who benefit from a rolling programme of training. Policies and procedures are regularly reviewed and effectively shared with staff, consequently, they are able to implement effective procedures to protect children from possible harm. Clear induction processes ensure new staff are aware of their responsibilities in relation to safeguarding. Rigorous recruitment procedures ensure all staff are suitable to work with young children. Health and safety policies, procedures and risk assessments are very well implemented, potential hazards are promptly identified and appropriate action is taken to ensure children can explore and play safely.

Leadership and management is very strong, the manager and chief executive for the YMCA have a clear vision for the future and are continually driving and securing improvements. The management and staff team are highly motivated and their continued training and development is given a very high priority. Consequently, many staff are qualified to National Vocational Qualification at level 4, while the management team hold or are working towards a degree in early years; such continued development brings a host of new ideas and a fresh approach to the setting. The management implement effective appraisal and peer monitoring systems to identify key strengths and areas for development. Areas of expertise are effectively utilised, consequently staff with designated responsibilities, such as, developing planning and observation, special educational needs coordinator, and health and safety officer, are competent and have an expert subject knowledge. Thorough self-evaluation provides an accurate appraisal of the setting's effectiveness and clearly highlights priorities to further improve the outcomes for children. For example, further developing the existing links with local schools and continuing the development of the outdoor play space to create a more challenging environment. Attention to written records is excellent and rigorous systems ensure consistency throughout the setting. The setting is very well resourced and staff are appropriately deployed.

The setting provides an inclusive service and actively promotes equality and diversity. All children are warmly welcomed, parents and carers are encouraged to share what they know about their child, both verbally and via the 'all about me book' the setting provides. Staff are aware of the individual needs of the children and carefully monitor the progress of minority groups; for example, children with special education needs and/or disabilities, looked after children and children from minority ethnic groups. Partnerships with external agencies are very strong; consequently the children get the support they need, as staff liaise with the inclusion team, speech therapists and social workers. Parents are provided with good quality information about the setting and are actively encouraged to share their views both verbally and via parental questionnaires.

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

All aspects of the children's welfare are successfully promoted. Relationships are a key strength and children throughout the setting benefit from secure relationships because a key-person system is effectively implemented. This is particularly evident within the baby room, where staff value routine experiences, such as nappy changing, and use one-to-one time to further develop relationships with their key children. The children have excellent opportunities to become active and inquisitive learners, babies confidently explore their surrounding, pausing to examine and investigate items of interest. They enjoy many sensory experiences and become engrossed as they explore the texture of paint, 'gloop' and glue. Staff understand how children learn and focus on the process not the final product; consequently, the children spend several minutes investigating the tissue paper that becomes stuck to their fingers, or eagerly reach out to touch the glue that staff dribble onto the paper. Staff are very aware of individual capabilities and spontaneously praise babies as they practise and refine new skills such as standing, babies smile in delight and enjoy new challenges in a safe and supportive environment. The children enthusiastically embrace further challenges, attempting to climb on a small rocker and wait for the expected praise as they achieve their objective. Staff are equally enthusiastic and the children's sense of pride and achievement is clearly evident.

Most rooms throughout the setting are highly stimulating, children who are almost three are intrigued by the wonderful creation of Little Red Riding Hood's house in the woods. Story extracts are suspended amongst tree branches, life size characters made by the children are displayed on the walls and a selection of masks are provided so children can re-enact the story. Staff use puppets and props very effectively to stimulate the children's interest in books and the written word. The children use the available resources meaningfully, they seek out their favourite books and stories and enjoy re-telling familiar stories to their peers. Throughout the setting the children are eager to try new experiences; most children display high levels of concentration, and pre-school children move with purpose around an exceptionally well-resourced environment, making meaningful choices about how they spend their time. They are developing good information and communication technology skills, and many children are able to provide assistance to younger members of the group; for example, explaining the objective of the game or when they should click on the mouse. Staff routinely raise the children's awareness of their surroundings, the equipment they use and how they can keep themselves safe. The children are able to access resources easily and are developing high levels of independence. However, some of the younger children within the toddler room are unable to access books independently, and in comparison to other rooms within the setting have fewer opportunities to develop skills in problem solving, reasoning and numeracy.

Staff effectively support the children's learning, they continually help children develop the knowledge, skills and attitudes they need to achieve the early learning goals in all areas of learning by the end of the Early Years Foundation Stage. Key staff have an excellent knowledge and understanding of the learning and

development requirements and clear systems are in place to monitor the effectiveness of the educational programme. Consequently, children benefit from a broad and balanced curriculum as they access a wide range of interesting activities that are both adult-led and freely chosen. Continuous provision within the pre-school room is exceptional and creates a successful learning environment, which coupled with strong planning makes the children's learning effective, varied and progressive. Throughout the setting staff complete continuous observational assessments that clearly identify the children's capabilities; the staff use these to highlight future learning priorities, although this is not always clear in their written plans. Excellent systems are in place to monitor the children's progress given their starting points, and staff are aware of each child's progress in all areas of learning. As a result, individual concerns about children's progress are promptly identified and effective steps are taken to narrow identified achievement gaps.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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