

YMCA City Tots

Inspection report for early years provision

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Inspector Patricia Webb

Setting address 29-31 Temple Street, Wolverhampton, West Midlands, WV2
4AN

Telephone number 01902 371 581

Email ymcacitytots@btconnect.com

Type of setting Childcare on non-domestic premises

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 City Tots Nursery has been registered since 2003. It operates from a self-contained unit within the YMCA's headquarters in the city centre of Wolverhampton. The provision is laid out on the ground floor and children have access to a fully enclosed outdoor play area. The nursery is open each weekday from 08.00am to 06.00pm, all year round.

The nursery is registered to care for a maximum of 40 children under eight years of age at any one time. There are currently 49 children aged from three months to under five years on roll. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery employs 14 members of staff, the majority of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are consistently met by the team of enthusiastic and motivated staff. They know the children and their families well, having developed very respectful and trusting relationships in order to build on children's specific needs and interests. Good use is made of staff knowledge of the Early Years Foundation Stage to ensure that all children are offered activities that successfully promote their development and learning. The management and staff show a desire to drive continuous improvement, including staff training initiatives and the acquisition of funding for larger projects, such as the recent refurbishment of the outdoor play area.

What steps need to be taken to improve provision further?

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

- explore further strategies for developing communication between other settings that children attend in order to promote continuity and coherence
- extend the inclusive practice with regard to improving systems for non-verbal communication
- develop further the process of self-evaluation, reflecting on the impact of the practice on improving outcomes for children

The effectiveness of leadership and management of the early years provision

Children's welfare is consistently promoted because the setting has robust safeguarding procedures in place. The registered organisation employs stringent procedures for ensuring that all staff are fully vetted and checked to ensure their suitability, qualifications and experience. Regular updated training is undertaken, for safeguarding to ensure that staff understand their responsibilities in reporting any child protection concerns, and following procedures in line with the Local Safeguarding Children Board guidance. Children are kept safe as they are well-supervised and the access to the setting is closely monitored. Risk assessments are carried out, both by the overall organisation's health and safety department and the staff within the setting, to minimise hazards to children.

The staff team is highly qualified and experienced. Thorough appraisals are undertaken to identify training needs and support staff in their personal academic study, thereby enhancing outcomes for children. Staff are clear about their roles and responsibilities and are involved in contributing to the self-evaluation process, although the formal evaluation is in its infancy and does not as yet cover all aspects of the provision. The setting has a realistic assessment of the impact of the practice on the progress of the children. Recent action has resulted in the refurbishment of the outdoor play area and there are further plans for expanding sensory and creative experiences. Staff have a good understanding of issues relating to equality of opportunity, building a service which is inclusive for all children and making use of the information from parents and carers to inform planning. Each child's background, language and beliefs are respected, with evidence of different languages used on signage in some areas of the setting. Whilst some staff have had experience of using simple sign language, this is not yet being fully utilised effectively in the setting, hindering how some children and their families may be made aware of the daily routines and activities followed. Other resources are well-utilised around the setting indoors and outside, to support children's learning and development. For example, they regularly use community resources, such as visiting the nearby park, walking to the city centre shops and calling in at the central library.

The partnerships with parents and carers are very strong and effective. This ensures that they are able to exchange information about the children and their specific needs. The opinions and views of parents and carers are regularly sought by the management, and some ideas have been implemented following the results of parent questionnaires. For example, a more varied menu was devised and the feedback sheet was updated to affect better communication for children in the toddler room. Such strategies demonstrate the value the organisation places on parental views and the commitment to working in full partnership. Parents have regular opportunities to meet with their child's key person in order to discuss ongoing progress and how they can be actively involved. One parent comments that they are 'astounded' at the progress their child has made and other parents express their appreciation and pleasure at how staff in the setting are supporting their children holistically, looking at their all round care and welfare as well as their learning. Staff have developed sound working relationships with other

professionals who visit the setting to support individual children, taking guidance from them in order to promote each child's development. The setting endeavours to forge partnerships with other settings and provisions that children may attend. Where this is not fully reciprocated, the nursery has not yet explored different strategies in order to establish more effective links, hindering how some relevant information may be exchanged.

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

Children benefit from the staff knowledge and implementation of the Early Years Foundation Stage. This results in children's learning experiences being maximised and the five outcomes for children skilfully woven through the daily routines and planned activities. For example, a short burst of physical exercise outside not only addresses being healthy and physical development, but is also used to develop listening skills, develop children's ability to follow instruction and encourage the children to count the number of jumps it takes to make their hearts beat faster. Babies and young toddlers enjoy their environment as care bases are thoughtfully decorated and offer quiet soothing spaces for rest and quiet activities, along with busy messy play areas where children can explore, use their senses and begin to develop independence of choice. Staff use the observations and assessments to inform planning for the next steps in individual children's learning and development, creating detailed records that are shared frequently with the parents.

All children are enabled to develop early mark-making skills. Babies and toddlers delight in working the coloured foam on the tables, creating patterns and swirls as forerunners for gaining finer control in preparation for emergent writing and shape formation. Children are chatty, vocal and confident in initiating conversations and discussions with each other and the adults. Young babies delight in babbling and making first sounds as staff repeat the sounds and use smiles, eye contact and facial expressions effectively as the start of early communication. Songs and rhymes are used frequently so children develop a sense of rhythm in language and become aware of repeating familiar phrases. Some older, more able children are writing their names and familiar words, often phonetically spelled out by staff as they write them down. One child books her appointment with the 'dentist man' because she has got a wobbly tooth, using the large diary.

Children become aware of numbers and simple calculation through their play and routines. Numbers are displayed and used around the setting and mathematical terminology is used effectively as children place a set of cutlery on the table and refer to pairs of shoes. Younger children have opportunities to use simple puzzles, pop-up toys and shape sorters to develop spatial awareness and dexterity, as well as learning shapes and colours. They gain skills for the future as they use technology equipment with confidence and skill. Displays and photographs clearly demonstrate how they use technology in their everyday life, such as operating the Pelican crossing, summoning an elevator and using the computer. Many of the older children show great skills and control when using the computer, often assisting other children in the games and activities. They are becoming aware of

caring for their environment as they contribute to the process of selecting plants, fruit and vegetable to be planted in the outside area. Their designs and choices are highly valued and their 'voices' respected as staff prepare to laminate their drawing and scribing on this subject and display them outside alongside the planters.

Children's health and well-being are fostered very well. Staff are diligent in taking precautions for individual children where necessary to reduce the risk of cross contamination or spread of infection. Children are aware of how important good health is and chat about how milk is good for their growing bones and teeth. Fresh water is freely available and older children access the water dispenser for themselves. Codes of safety are discussed with the older children and staff use gentle reminders for younger children to make them aware of taking care in the setting. They use equipment with increasing confidence and care and engage in frequent emergency evacuation drills. Overall, children's behaviour is very positive as staff take time to discuss with older children the possible consequences of their actions on others. Younger children are supported in line with their age and stage of development as they become aware of the needs of those other than themselves.

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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Annex B: the Childcare Register

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

Met