



West Bromwich and District Y M C A

Inspection report for early years provision

Unique Reference Number	255160
Inspection date	14 February 2006
Inspector	Karen Cooper
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Registered person	West Bromwich & District Y.M.C.A.
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

There are currently 81 children from 6 weeks to 4 years on roll in the nursery. This includes 19 funded 3 and 4-year-olds. There are 67 children from 4 to 14 years on roll in the out of school club. Children attend for a variety of sessions. Both provisions support children with special needs and who speak English as an additional language.

The nursery opens 5 days a week, 51 weeks of the year. Sessions are from 07:30

until 18:00. The out of school opens all year round and sessions are from 7:30 to 9:00 and 3:15 to 18:00 during term time and 7:30 to 18:00 during school holidays.

There are 23 staff that work with the children in the nursery and 9 staff in the out of school club of whom 50% have an early year's qualification to NVQ level 2 or 3. Other staff are currently working towards a recognised early year's qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in warm, clean and welcoming premises where they learn about hygiene routines and personal care. They are becoming increasingly aware of keeping their bodies clean and healthy and know that they need to wash their hands before eating and are becoming skilled in attending to their own personal care when using the toilet. There are effective arrangements in place to prevent the spread of infection for example, surfaces and toys are regularly cleaned with anti-bacterial spray. There are appropriate arrangements in place to care for children in the event of illness. If a child becomes ill during the session, the staff ensures they are comfortable and are cared for sensitively, while waiting to be collected by parents. Staff hold current first aid certificates and the appropriate permissions and records are in place regarding the administration of medication and accidents, which are shared with parents.

Children's health is promoted by a wholesome, nutritious and balanced diet. Meals are freshly prepared using fresh meat and vegetables and menus are shared with parents. Mealtimes are relaxed, social occasions when children and staff sit together around the table to enjoy each other's company. Through planned topics, children are encouraged to learn about eating healthy and are provided with healthy snacks such as, fruit and toast. Drinks are readily available which encourages children to have sufficient fluids. Children's individual needs are discussed with parents and staff record details of any specific requirements or allergies.

Children are provided with plenty of opportunities to make progress in their physical development through well-planned indoor and outdoor activities. They have use of the dance studio, games hall and a fully enclosed outdoor area. Babies are learning to acquire physical skills such as crawling, climbing and balance when using large and small soft play equipment such as, activity centres and the sand tray. Older children join in music and movement sessions with enthusiasm and know they become hot and sticky after exercise and need a drink. They use a wide range of smaller equipment including scissors, paintbrushes, crayons and pencils. They eagerly join in with action rhymes, this helps to develop the children's confidence to enjoy moving with control using their bodies in various ways.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play, eat and rest in a well-maintained environment and benefit from a range of good quality toys, furniture and resources. Equipment is kept clean and is regularly checked for safety. Indoor space is organised effectively, creating a child friendly environment. Children are able to access independently available resources from tables and boxes at child height, which also helps to create a stimulating, learning environment. There is a high ratio of staff to children present and staff are appropriately deployed to ensure children are always well supervised.

Children move freely and safely around the premises because staff carry out rigorous safety checks and risk assessments. They are kept safe on outings as they are escorted safely to places such as, the local shops, library and park. Effective security systems ensure that children are unable to leave the premises unsupervised and there are clear procedures to ensure only authorised people collect the children. Children are beginning to learn about their own safety through discussion and explanation; they regularly practise emergency evacuation procedures and know where to go to stay safe. They take part in topics that teach them about safety such as the 'Green Cross Code' and 'Teddy Belt Up'. This helps children to begin to take responsibility for themselves and others.

Staff have a good understanding of how to protect children in their care. They are aware of signs and symptoms of possible abuse and know the appropriate procedures to follow should they have a concern about a child. The nursery has all of the required procedures and documentation in place to ensure that children's welfare is safeguarded and promoted, which is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are well settled, enjoy their time at the nursery and are helped to achieve. They know the routines and are keen to join in with the activities. They use a wide variety of toys and resources that encourage them to make progress in their development. Children are valued and staff help them to feel good about themselves by frequently providing positive support and encouragement. The children happily take turns and co-operate with each other. They are sociable and close and caring relationships with staff increase their sense of trust and help them develop a strong sense of belonging, this enables the children to make progress in their personal, social and emotional development. Children are cared for as individuals with different needs and the staff ensure that they are provided with activities that are adapted for different stages of development. Toys are rotated on a regular basis to ensure that the needs of the children are being met.

Babies and toddlers respond well to the stimulating environment. They enjoy activities such as painting, collage and eagerly join in a craft activity making a Valentine card. During music and movement session, the toddlers move around the room demonstrating their excitement squealing with delight. Staff plan activities for babies and toddlers and have adapted the planning to ensure this is in line with the 'Birth to three matters' guidance. During story time, children talk about their birthday, their age and that of their siblings. Staff respond promptly with genuine interest to the

children's conversation about their families and interests. This helps them to feel valued and appreciated.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff plan an interesting and exciting range of practical activities, which help children develop positive attitudes towards learning. The children are interested, excited and motivated to learn. Although, there are some missed opportunities during daily routines and activities, to encourage the children to make progress in their mathematical and literacy development. Resources are used effectively both indoor and outdoors and overall space is used creatively to meet the children's needs. Staff have a good understanding of the foundation stage curriculum and early learning goals. They work well as a team and are very calm, patient and tolerant. They have good, trusting relationships with children and manage children's behaviour well. Children are encouraged to sit and listen at circle time. They help each other to resolve disputes and staff use positive behaviour strategies such as negotiation and compromise. Staff interact effectively in the children's play and ask challenging questions, such as, 'what do you think will happen next' during story time.

Plans of activities clearly demonstrate the children's learning objectives and cover all areas of learning in the curriculum. There is a good balance between adult and child-led activities. Planning for key group activities ensures clear learning intentions are identified for individual children. Observations are used to inform future planning, monitor and record children's achievements and staff use assessment records appropriately to identify the progress they are making towards the six areas of learning. Information gained is used effectively to help children move to the next step in their learning. There are appropriate systems in place to support children with special needs and who use English as an additional language and staff have developed good relationships with parents and other professionals so that all children are included in all aspects of nursery life.

Children are eager to participate in activities and show good concentration. They understand right from wrong, share, take turns and cooperate with each other whilst using the computer and when building towers using large construction items. Children show independence by self-selecting resources. They confidently express their needs and manage their self-care well when attending the bathroom. Children are confident and fluent speakers and engage easily in conversation. They have good access to books and listen and respond well to stories such as 'Oliver's party' taking an active part. Children are starting to recognise their names by hanging coats on their peg and several are able to write their own name, although this is not consistently encouraged.

Children learn about shape, colour and size through planned activities and many can confidently count up to ten using their fingers to represent numbers, such as during story time. Although, opportunities are missed that encourage children to develop their understanding of simple subtraction. Most can recognise numbers and shapes that are displayed within the room. They learn about size, position and matching when sorting through construction bricks to build a tower.

Children explore and learn about the living and growing natural world around them when planting sunflower seeds, making bark rubbings and going for walks to the local shops, library and park. They have good opportunities to develop their knowledge of technology and use the computer and peripherals with confidence and skill. They regularly take part in activities that raise their awareness of the similarities and differences of others.

Through planned topics, they learn about changes that happen to their bodies. They are developing skill in control and co-ordination when using small tools and large equipment. For example scissors, pencils, bolts, screws and the large parachute. They show an awareness of space for themselves and others when joining in organised games and action rhymes and can adjust their speed when chasing each other.

Regular opportunities are provided for the children to be creative through activities such as, cooking, painting and exploring malleable materials including dough, sand, water and gloop. The role-play area allows children to express themselves with increasing ability through imaginative play. Crayons and felt tips are freely accessible to encourage children to express their ideas. Weekly planned music sessions provide opportunities for children to dance and explore sound, using musical instruments and the cassette.

Helping children make a positive contribution

The provision is good.

Children are learning to respect diversity within their immediate and wider community through planned and spontaneous activities, toys and resources. They understand and express their own needs and respect the needs of others. The nursery welcomes children with special needs and ensures that they can access and participate in all activities offered. The children benefit from interactive, caring staff that plan daily routines around their needs.

Children play happily and are confident, sociable and secure. They respond positively to the staff that ensures their behaviour is managed with the use of praise and explanation. Children are encouraged to share, take turns and show consideration for others. Younger children are well settled into the daily routine and are happy and eager to learn, older children are confident, independent and self reliant as they choose activities. Children are listened to and the staff value what they say, which helps them to feel good about themselves and ensures that their spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. There are supportive links with parents and carers and staff work hard to maintain good relationships, which ensure children, are confident and happy to stay with familiar and trusted adults. Staff regularly liaise with parents to ensure that children's records contain information, which enables appropriate care to be given, including initial baby routines. Staff welcome parents into the setting. Information is mainly shared at the initial visit before a child starts and discussions often take place at the end of the session when there is more time. Diaries keep parents informed of their baby's daily events and regular newsletters

and leaflets keep them informed of the activities and events on offer for all of the children. However, parents are not provided with detailed information on the progress their child is making towards the early learning goals. Policies, procedures and other relevant information are regularly updated and available to parents.

Organisation

The organisation is satisfactory.

Staff have a secure knowledge and understanding of the early learning goals and ensures their skills and knowledge is updated by regularly attending relevant training courses. Recruitment and vetting procedures ensures children are cared for by suitable staff, who follow the nursery's policies and procedures. Staff are well deployed and planning clearly shows the grouping of children which effectively supports their learning and play.

The overall organisation of the nursery ensures that children's needs are effectively met and that they are able to safely and independently access all available areas. Documentation is well organised, regularly reviewed and shared with parents and staff. Although attendance records are not accurately maintained in the out of school club and not all staff are aware of procedures to follow in the event of an allegation of abuse made against them. The operational plan is in place and includes all information relevant to the running of the nursery. Children's personal information is stored securely, which helps to maintain confidentiality.

Leadership and management is satisfactory. Strong leadership is promoted within the group and the staff work well together giving each other a high level of support. All staff are positively encouraged and supported to undertake further training. Staff are clear about their roles and work well together as a team. They have regular opportunities to improve personal development and are encouraged to share ideas and be actively involved in the running of the nursery. The management team regularly evaluate practice issues through meetings, appraisals and responds to parental requests and comments. They are committed to improving the care and education of all children. However, there are missed opportunities for children to make progress in some areas of development. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the manager was asked to ensure all health routines are effective, toys and equipment reflect special needs, review the serving arrangements for babies meals and increase staff knowledge of how everyday activities can be used to help children understand the concepts of volume, quality and calculation.

Children's welfare is promoted through consistent daily routines that ensure children are helped to understand that washing their hands after using the toilet and before eating, keeps them healthy. Children are learning to respect diversity within their immediate and wider community through planned and spontaneous activities, toys and resources, such as dressing up clothes, books figures and posters. Babies

needs are effectively met as staff have fully revised their procedures when serving food, which is now from trays placed on a table. Pre-school staff have a secure knowledge and understanding of the early learning goals and ensures their skills and knowledge is updated through regularly attending relevant training courses and workshops for the foundation stage curriculum. During sand and water activities, children are beginning to understand the concept of volume and calculation. For example, when they build sand castles using a full bucket of sand and count how many they have built.

Complaints since the last inspection

There have been two complaints made to Ofsted since the last inspection. Concerns were raised regarding inappropriate staffing ratios. This concern relates to National Standard 2: Organisation. Ofsted made an unannounced visit to the setting to investigate the concerns raised and the childcare inspector raised no actions or recommendations. Ofsted is satisfied that the National Standards are met and the registered body remains qualified for registration.

Concerns were raised regarding the staffing ratios and behaviour management of children when on an outing. These concerns relate to National Standard 2: Organisation and National Standard 11: Behaviour. Ofsted made an unannounced visit to the setting and the inspector raised no actions or recommendations. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are aware of procedures to follow in the event of an allegation of abuse being made against them
- ensure children's attendance records are accurately maintained in the out of school group

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- extend the existing programme for mathematical and literacy development to ensure children understand simple subtraction and include more opportunities for children to practise writing their name
- ensure parents are given detailed information on how their child is progressing towards the early learning goals.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk