

# YMCA Townhill Early Years

Inspection report for early years provision

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**Unique reference number** EY330639  
**Inspection date** 08/11/2011  
**Inspector** Amanda Shedden

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**Type of setting** Childcare - Non-Domestic

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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.

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**

YMCA Townhill Nursery is linked to a Children's Centre. It is funded by Southampton City Council and is managed by the YMCA Fairthorne group. It is one of a number of children's enterprises in Hampshire, Dorset and the Isle of Wight managed by YMCA Fairthorne Group. It opened in 2006. It operates from a large room which is divided into four open plan areas, in a purpose built annexe on the site of Townhill Park Infant school in Southampton. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children aged from two to five years may attend the nursery at any one time. There are currently 23 children on roll; they are in receipt of nursery education funding. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Seven members of staff work with the children, all of whom are appropriately qualified. The nursery welcomes children who have special educational needs.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Overall, children are receiving an excellent standard of care and education at the nursery. The dedicated staff team are skilled at ensuring that the children learn through their play. This enables them to make rapid progress in their learning. This is a fully inclusive setting where children are treated as individuals and their needs are met. Comprehensive systems are in place to effectively monitor all aspects of the nursery. They evaluate all aspects of the nursery in order to plan for future developments.

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

To further improve the high quality early years provision the registered person should consider:

- ensure that the deployment of staff is conducive to children completing their chosen task.

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

Children's welfare is extremely well safeguarded. All staff have received training and understand the procedure to follow if they had a concern about a child. Robust recruitment procedures ensure that only suitable people work in the nursery. Thorough risk assessments are used effectively. This is to ensure all areas the children use and any visits they make outside the nursery are safe, and any hazards minimised.

The experienced and skilled staff contribute to the constant evaluating of all aspects of the nursery, including the curriculum planning. They identify improvements that will benefit the children and work hard to achieve them. For example, an extension to the garden has recently been completed giving the children a larger space to enjoy. Clear goals for future developments have been planned including introducing aspects of the Forest Schools curriculum. This supports the children undertaking more of their learning in a natural environment.

Equality is promoted well within the setting and all children's individual needs are met effectively. Those children who have any additional requirements are well supported. Where needed, staff work with outside agencies to ensure children are receiving the help they require. They use a range of multicultural resources to learn about other cultures and beliefs. Positive images of ethnicity, gender and disability are displayed around the nursery.

Children enjoy an extensive and stimulating range of resources that are displayed to encourage children to self-select. Staff have organised the large room exceptionally well into areas of learning. Each area is vibrant and inviting and suitable for the resources in that area. For instance, there are carpeted areas where children lie on the floor whilst enjoying the small world or construction resources, whilst messy play activities are undertaken on the uncarpeted areas. The garden has been thoughtfully resourced, giving the children a continuous learning provision covering all areas outdoors, as well as inside.

Partnership with parents, carers and other persons involved with the children are excellent. The effective partnership with the other early years providers and the local schools ensure that there is two-way communication. This supports the children in their early years and as they move onto school. They work closely with the local Sure Start Centre to support the children and their families.

Parents are very positive about the nursery. They state that they are kept fully informed of their child's daily experiences and their progress. They discuss their child's next steps regularly and are aware of the observations kept on their child. Staff have found innovative ways to involve parents. Each month parents are informed of the area of learning that the staff are going to focus on with their child. Parents are asked to contribute what their child knows and if there have been any changes in the child's life. Parents are invited to arrive early to spend time reading to their children. They are always welcome to spend time in the nursery.

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

Children thrive in the stimulating and vibrant environment. It has been created for them by the dedicated and experienced staff team. Children become engaged in a wide variety of activities that fully support their individual progress towards the Early Learning Goals. Staff are enthusiastic. Their effective communication skills

enable them to support children's previous knowledge, understanding and develop their learning through their play.

There is a good balance between adult-led and child-initiated play. The organisation of the day allows children opportunities to become engaged in an activity, usually supported where needed by a member of staff. However, at times staff are distracted and are not able to return to continue supporting the child.

Worthwhile observations are made on the children. This information is used to inform planning. This is undertaken by all the staff to ensure that children's next steps are incorporated into the following week's plans.

Children have many opportunities which help them develop skills for the future. They increase their early literacy skills as they use the writing table to extend their play or practise their mark making skills. They self-register themselves on arrival learning to recognise their names. They enjoy stories being read to them and reading to each other. They enjoy singing songs and some show their confidence by singing by themselves to a group of children. Staff work with the children in small groups. This is to extend their listening and speaking skills as they talk about the things they have done that day. The children record their experiences in their large key group books by drawing and writing in them. They learn about problem solving as they make buildings and trains with the construction resources. They are becoming competent on the computer, choosing which task to complete depending on their personal skills and understanding. They increase their understanding of numbers, shapes and sizes as they complete puzzles and count in routine and incidental activities such as singing or counting whilst playing board games.

Children feel extremely safe within the environment. They move freely around the room and garden choosing what they want to play with. They are confident to ask for help when needed and feel secure in the organisation of the day. They respond well to safety rules, such as wearing helmets when using the bikes outside 'to stop banging my head'. They embrace new boundaries imposed when they are out in the woods telling a member of staff if another child starts to wander off.

Children understand the importance of adopting healthy hygiene standards. They wash their hands at the appropriate times to 'get rid of germs you can't see'. They access the outdoors each day to engage in a stimulating range of resources to develop their physical skills. They sit in their key groups at snack time helping themselves to cereal and milk. They clear their plates away when they have finished. At lunch time, they decide on their own portion sizes by serving themselves from a range of healthy foods, including salad each day.

Children develop extremely positive behaviour patterns. All the children show a strong sense of security. They have excellent caring and warm relationships with the staff and each other. They play well together and respect the rules. They take turns and listen to each other. For instance, when a child is singing a song to the group. They show respect for the resources, clearing them away carefully at tidy up time.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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