

Redditch YMCA Pre-School and Nursery

Inspection report for early years provision

Unique reference number EY338265
Inspection date 06/03/2012
Inspector Parm Sansoyer

Setting address Church Hill Community Centre, Loxley close, Church Hill,
Redditch, B98 9JL

Telephone number 01527 65668

Email

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*.

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Description of the setting

Redditch YMCA Pre-school and Nursery originally opened in 1978 and moved to its current premises in 2006. It operates from a self contained nursery unit within Willow Trees Children's Centre/ Community Centre in the Church Hill district of Redditch. There are fully enclosed outdoor play spaces. The setting serves the local and surrounding areas.

The setting is registered by Ofsted on the Early Years Register and registered to care for a maximum of 35 children in the early years age group, of whom no more than nine may be under two years. The setting is in receipt of funding for the provision of free early years education to children aged three- and four-years-old. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The setting is open each weekday from 8am to 6pm for 50 weeks of the year. There are 10 staff employed. Of whom two hold a qualification at level 6 in early years, one holds a qualification at level 4 in early years, five hold a qualification at level 3 in early years, one holds a qualification at level 2 in early years and one is working towards a qualification at level 2 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's personal, social and emotional development and the extent to which all children make a positive contribution is a strength of the setting. Staff provide a broad range of experiences and resources which help children make good progress in most areas of learning. Children are kept safe, secure and their health and welfare promoted well. Collaborative working with parents and carers and the children's centre and other agencies means children's individual needs are supported very well. Those in charge routinely make good use of a range of rigorous monitoring systems to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- increase the practical opportunities children have to recognise and work with numbers and consider concepts such as weight, measures and capacity and to question why things happen
- make more freely available resources such as the paint, sand, water and dough for children under two years, to further increase choice.

The effectiveness of leadership and management of the early years provision

There are clear policies, strategies and procedures in place to ensure the safeguarding and welfare of children, which are clearly understood by the staff team. Strong links with the family support workers in the host children's centre ensures children are safeguarded well. There are effective procedures in place to ensure adults caring for children are suitably vetted, inducted, qualified and or experienced. All records, policies, procedures required for the safe and efficient management of the service and to meet the needs of all children are in place and regularly reviewed. Effective risk assessments, additional daily checks and positive action to manage or eliminate risks means children are able to move safely and freely in their environment.

A good range of resources which are mostly used well capture the children's interests and imagination, offering a rich and broad range of experiences. Regular observations and assessment of what the children do and like are used effectively to identify the children's next steps in learning and plan for their interests. Effective use of the assigned key worker system means that staff know the children and their parents well. This results in an effective partnership where they are continually consulted and involved in decisions about the care and education of their children. Partnerships with the host children's centre, local schools and agencies are effectively established to help support transition and children with special educational needs and/or disabilities and those who speak English as an additional language. Consequently, these children are valued and fully included.

A new person in charge has been appointed since the last inspection and good progress been made to improve the service offered. The person in charge and staff team clearly recognise the value of continuous quality improvement, they engage well in reflective practice and carefully monitor any changes with clear plans to challenge practice and improve further. This well motivated staff team are supported well to further raise their skills and qualification. Consequently, the capacity to maintain continuous improvement is good.

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

Children's personal, social and emotional development is supported very well. All children develop close relationships which are warm and caring with both adults and each other. Babies form close attachments with their assigned key person and familiar staff. All children are confident and show a real sense of belonging, feel safe and have a sense of trust. Children are happy and know the routine well, for example, they respond well to the ringing of the bell when it is time to tidy up. Circle time is used well to reinforce acceptable behaviour through a good range of creative strategies which are warmly received by the children.

Children's communication, language and literacy are supported very well. Children

competently speak and listen in a range of situations for a range of purposes and are supported well to gain their confidence and disposition to do so. Children build good foundations for early literacy through having good opportunities to make marks, recognise their names and make sense of visual signs and symbols. Staff place a good emphasis on supporting older children to rhyme and link sounds and letters and help children distinguish initial sounds of familiar words. Children develop a fondness for books because staff make the time to share books throughout the session and daily as a group. Babies enjoy social interaction with the staff who support this well through being physically close and making eye contact.

Children's knowledge and understanding of the world is supported well to help them make sense of the world. Children benefit from meaningful experiences as they get involved in growing flowers and vegetables and learn how to care for them. Children begin to learn about their own and other cultures and customs through themed activities. Children's problem-solving, reasoning and numeracy skills are building. They seek patterns, count, sort and match through everyday play and as they with games, puzzles and a variety of construction toys. However, children have fewer practical opportunities to recognise and work with numbers and freely use the sand and water to consider concepts such as weight, measures and capacity and to question why things happen.

Children enjoy a variety of planned experiences to express their creativity. For example, children use pasta, jelly, cornflakes and cornflower mixed with water to explore colour, texture, shape and form and respond well to what they see, hear, smell, touch and feel. However, resources, for children under two years, such as paint, sand, water and dough are not always made readily available for children to use at their own leisure in order to further increase choice and extend their learning. Many children thoroughly enjoy a wide range of experiences to express their imagination and engage in role play.

Gentle reminders from the staff and themed activities and visitors to the setting help children learn about the importance of staying safe. A clear focus on improving the children's health contributes well to children and parents and carers adopting healthy lifestyles. For example, ongoing discussions and information sharing about healthy eating is a current theme within the setting and well received by parents and carers. Breakfast and snacks provided by the setting are healthy and nutritious and enjoyed by the children. All children successfully develop good skills for the future in particular in their communication, language and literacy.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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