

YMCA Woodlands Nursery

Inspection report for early years provision

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Inspector

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Setting address

Woodlands Infant & Nursery School, Whitethorn Grove, Off
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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.

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Description of the setting

YMCA Woodlands Nursery registered in 2005 and opened in 2006 and is part of the Birchwood Sure Start Children's Centre. It is managed by Lincolnshire YMCA and operates from purpose-adapted premises comprising three play rooms, a secure outdoor area and associated facilities, attached to Woodland Nursery and Infant School, Lincoln.

The nursery is accessed from double doors leading into the entrance hall. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 32 children at any one time. There are currently 81 children on roll. The nursery opens five days a week from 8am until 6pm. Children attend a variety of sessions.

The nursery employs nine members of staff. Of these, all hold appropriate early years qualifications. The manager has a degree in early childhood studies. 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 of all ages make good progress across all areas of learning due to the staff's knowledge and understanding of children's individual needs and mostly effective systems, however, systems to monitor and assess the progress children make are not totally robust. Children access an inclusive and stimulating learning environment, encouraging their interest and curiosity, which is supported through the successful deployment of resources and activities. Children behave well, and any unwanted behaviour this is mostly managed well. Children's welfare, well-being and security are paramount. There are successful partnerships with parents and other childcare providers, although systems to engage parents in supporting children's starting points are not fully established. Systems to self-evaluate are good and demonstrate a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- review further ways to ensure that the observation and assessment system is regularly monitored to ensure that children's next steps are consistently identified to ensure that all children are challenged effectively, particularly within problem solving, reasoning and numeracy
- develop systems for obtaining information from parents regarding children's starting points, before children begin, to ensure that each child is cared for appropriately for each family
- further develop the strategies in place for managing children's behaviour to

ensure that clear and consistent boundaries are offered which reflect reasonable, but challenging expectations.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded and protected from harm due to the staff team having a very good understanding of what to do should they have concerns for a child's welfare. All staff have completed training in how to recognise the signs and symptoms of abuse and appropriate action to take should this be needed.

Recruitment, vetting and induction procedures are robust ensuring that anyone who has access to the children is suitable. Risk assessments for the indoors, outdoors and any outings that children are taken on are in place supporting children's safety and well-being. These are regularly reviewed and changes made to ensure that all areas children have access to are safe and suitable for purpose. All documentation required is in place to support children's health and well-being and is regularly reviewed to meet with any changes in legislation. Almost all staff hold up to date first aid training and parents have given consent for staff to seek emergency medical treatment or advice in the event of an accident or serious illness occurring, contributing to children's good health and well-being.

The manager and staff team work well together to ensure that a welcoming environment is offered to all parents and children so that the needs of all continue to be met. All staff have a voice in how they feel the setting should move forward, contributing to the improved outcomes for children. They attend regular training to improve their skills and abilities. The staff have high expectations of behaviour and, in the main, manage the children's behaviour in a way that is appropriate to each child's age and stage of development. However, at times this is not realistic or consistent in that explanations are not given for reasons why behaviour is inappropriate. Resources and space are used well to support play and provide a stable environment for all children, including the very young. Staff deployment is good which ensures that children are supervised at all times. Security within the setting is robust, with particular regard for children arriving and departing in that all parents and visitors must ring the doorbell to gain entry. In addition, all rooms have security codes ensuring that no unwanted persons can gain access to children. Fire records are in place to show that children have taken part in drills enabling them to practise what they should do in the event of an emergency.

Partnerships with parents and carers is good and staff ensure that a range of information is obtained from parents before children begin pertaining to their individual health and well-being. However, information on their starting points regarding children's learning and particular likes and dislikes, are not consistently obtained to support and promote their individual needs. Despite this children are happy and well settled and parents speak fondly of the friendly and approachable staff and know who their children's key workers are. Information on children's progress is shared with parents and carers on a regular basis and an open door policy is offered enabling parents to discuss any concerns or questions with staff at any time. In addition, parents are asked to add their own comments to children's 'special books' and diaries to enable staff to be fully informed of any changes or

progress children may have had outside of the setting. An inclusive environment is offered and staff ensure they know and understand children's family backgrounds before they begin to enable them to provide an environment reflective of their individual needs. Toys and resources are used to promote children's understanding of the wider world along with activities that introduce festivals from around the world, such as Diwali, Chinese New Year and Easter. Relationships with other settings and professionals are developing well in helping to support children's transitions to, for example, school and for those children with special educational needs and/or disabilities. Self-evaluation is good and takes on board the views of staff and parents to ensure that all aspects of the provision are monitored and evaluated to support improvements.

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

Children of all ages benefit from the stimulating and well resourced environment in which they have good access to toys and activities to promote their independence and learning, both indoors and outdoors. Staff have a good understanding of the Early Years Foundation Stage and how to use this to promote children's play and support their ideas. Planning, overall, is good and staff complete this using their knowledge of children's particular likes and their involvement in play, to extend on their ideas and learning. This in turn, is beginning to help staff in identifying gaps in children's learning and what they feel they need to do next to challenge children. However, observations and monitoring of this is not completed consistently by all staff, leading to inequalities in what is needed and offered for some children, particularly within some of the areas of learning.

Staff promote a caring and calm atmosphere in which children are able to develop positive relationships with their peers and staff. Babies feel very secure and confident due to the very well organised play environment offered to them, in which all resources and activities are delivered at their level, enabling them to access all that is on offer to them. Consequently they are continually engaged in play and enjoy their time at the setting. Children make friends easily and make a positive contribution as they cooperate with each other and learn to share the toys. All children develop positive self-esteem through staff knowing them well and promoting an inclusive environment. Overall, children's behaviour is managed appropriately to help children know and understand the rules of the setting, such as songs to initiate 'tidy up time'. However, consistency is not always applied when asking children not to do something which may lead to harm, for example, when asking a child not to climb on a box, the staff did not give an explanation for this.

Children's health and well-being is well promoted. All children know to wash their hands after messy play, toileting and before eating. Staff support those children that are not entirely keen on this, by acting as a positive role model and offering alternative soap when a child stated they didn't like the one that was offered, supporting their individuality. In addition, tissues are accessible at children's height and children are observed to access these independently, even the babies, and use as needed; the outcome for the babies tends to be messier! Children have good

access to the outdoors and enjoy the freedom this offers them in running and practising their large muscle skills. A balanced diet is offered to the children, provided currently through an outside agency due to the setting having no cook at the current time. Children feel safe and they demonstrate this as they remind a child who attempts to go outdoors that 'you have to wait for a lady before you can go outside'. Further to this, they use and manoeuvre large wheeled toys and jump off apparatus in the outdoor area confidently and safely.

Children are actively encouraged to explore and investigate their environment from an early age. For example, babies readily explore and 'mouth' a range of interesting objects and materials, such as large pine cones and a range of necklaces and large beads. Older children show high levels of interest as they identify a ladybird in the garden which leads to magnifying glasses being used to see if any further bugs can be found. Children's introduction to technology is good, they handle and use a range of battery operated equipment such as torches. They have regular access to the computer, operating simple programmes independently. Children's enjoyment of books develops as they are given many opportunities to explore these in every day play along with adult led story sessions. They show good dexterity as they turn the pages and older children increase these skills as they handle and use, for example, scissors and baking items during cooking activities. Most children use counting in every day tasks, such as counting the number of cups needed at lunch time and as they step on cushions, counting '4, 5, 6' as they do so. They engage in cooking activities and measure out the appropriate quantities needed with the support of an adult. However, opportunities to develop their understanding of problem solving, reasoning and numeracy are not always fully promoted in every day planning. Children readily create and explore for a variety of purposes, for example, as they use the paints in the outdoor area, stick various collage materials on paper in the well stocked resource area and as they engage in role play. Singing is part of every day play and children are developing a good repertoire of songs, developing their language skills. They are developing their skills for the future, as their skills relating to information and communication technology are progressing and they work alongside their friends successfully.

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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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