

# YMCA Black Country Group Nursery

38 Carters Green, West Bromwich, West Midlands, B70 9LG

<b>Inspection date</b>	19/12/2012
Previous inspection date	07/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- All children and in particular, the pre-school and baby room children benefit from a range of activities which offer a variety of experiences to help them make satisfactory progress in their learning and development.
- Children are warmly welcomed into a bright and clean environment by staff who foster the children's personal, social and emotional development well.
- Staff place emphasis on supporting children with special educational needs and/or disabilities and those who speak English as an additional language to help them feel included and valued.

### It is not yet good because

- The risk assessment in relation to the stairs does not fully identify risks to children's safety and appropriate action has not been taken to keep this risk to a minimum.
- Staff do not use information about children's progress to consistently provide challenging experiences to build on their learning, in particular, the more able children.
- The leadership team do not consistently monitor practice in the rooms and coach staff to further improve the quality of activities and learning experiences.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and outdoors.
- The inspector held a meeting with the registered person and the managers of the provision.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation documents and a range of other documentation.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

West Bromwich and District YMCA Day Nursery opened in 1991. In September 2011 it re-located and operates from newly built premises at the rear of the YMCA community building in Carters Green, West Bromwich. There are six play rooms located on the ground and first floor. There are fully enclosed outdoor play areas available for play. The nursery serves the local and surrounding areas.

The nursery is open each weekday from 7.30am to 6pm all year round and is registered

by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 112 children on roll, of whom, all are in the early years age range. Children attend for a variety of sessions. The nursery is in receipt of funding for the provision of early years education for children aged two, three and four-years-old. They currently support children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 27 members of staff employed to work with the children. Of these, one holds a qualification at level 6 in early years, one holds a qualification at level 5, 21 hold a qualification at level 3 and four hold a qualification at level 2. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- take appropriate action to minimise identified risk in relation to the stairs leading to the first floor to ensure risk is kept to a minimum
- provide a more challenging and enjoyable learning experience for all children by; making better use of information about children's progress to consistently provide challenging experiences to further extend children's learning, in particular, the more able children.

#### **To further improve the quality of the early years provision the provider should:**

- consistently monitor practice in the rooms and provide coaching to staff to further improve the quality of activities and learning experiences.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The overall quality of teaching and learning is satisfactory. Children make reasonable progress through a varied range of experiences across all areas of learning. Staff in the pre-school room provide a balance of adult-led and freely chosen activities. Adult-led activities in particular are enjoyed by these children as they have a clear learning intention and support the children's enjoyment and achievement well. For example, children respond well at circle time and show sustained levels of interest as they consider the weather, day, month and year. Children throughout the nursery spend much of their time freely choosing what they would like to do. They show increased levels of enjoyment in rooms where there is a broader range of experiences and resources made available for

them to use at their own leisure, such as in the baby, two- to three-year-old and pre-school rooms.

Staff know the children well as they make regular observations of what children do, like and enjoy. Therefore, they plan well for their interests and enjoyment but do not plan consistently for their emerging learning needs or to extend the learning of the more able children in the rooms. Staff make time at the end of the day so they are available to update parents about what their children have been doing and their care needs. Parents are kept satisfactorily informed about their children's achievements and progress through sharing their development records and through parents' evenings. Staff are exploring a range of strategies to encourage parents to become more involved in their children's learning at home, to help further extend their learning. Children with special educational needs and/or disabilities are supported well because staff work closely with their parents and carers and other professionals involved with the children to appropriately support their learning. Children who speak English as an additional language, in particular, those who speak Polish and Punjabi are supported well due the bi-lingual staff, who help them settle and feel included and valued.

Promoting the children's personal, social and emotional development is a key strength of the nursery. Children are cared for rooms according to their age and ability and confidently explore their environment and are keen to try new activities. Staff provide daily opportunities for children to be physical outdoors with an appropriate range of small physical play equipment such as, wheeled toys and balls. Indoors, children benefit from the dance studio where they take part in dance and movement. Babies are given the space to move, roll and stretch in a safe environment.

Children's communication and language and literacy is developing. Children in pre-school begin to show an interest in books because staff use them well to reinforce children's interests, themes and topics. Children over two years of age have a range of opportunities to develop an interest in early writing skills as they use a variety of writing materials such as chalk boards, white boards and the writing areas to make marks. Children begin to recognise their names, days of the week and begin to enjoy linking sounds and letters. Staff caring for babies, encourage them to be physically close, make eye contact and use their voice to provide opportunities for early conversation. Daily singing sessions, actions songs and musical instruments are used well to further promote children's language development. For example, children are eager to choose an object from the 'Singing box' which links to their favourite songs. However, staff interaction with children is somewhat variable. During their interaction with children, not all staff place enough emphasis on raising achievement through further increasing children's language skills, for example, by introducing new vocabulary, ideas and concepts.

Staff provide appropriate opportunities for children to begin to count, sort, match, problem solve and consider shape and size through using a varied range of construction toys, puzzles and games. However, there is scope to increase opportunities for older and more able children to become more aware of concepts such as weight, capacity and measurement through practical experiences such as the water and sand, to further extend their learning. In pre-school, the computer is used well to reinforce mathematical concepts. Babies have daily opportunities to freely explore and find out how things work

as they use a varied range of programmable toys and resources with knobs, flaps, keys, shutters, sound, lights and mirrors.

Children enjoy daily experiences to express their creativity and imagination through using a variety of arts and crafts materials, sand and water play and engaging in role play. Musical instruments in particular are enjoyed by all the children. For example, younger children use percussion instruments as they sing along to their favourite songs. In pre-school, a music area which includes headphones, provides opportunities for children explore rhythm and sound.

Staff plan an appropriate range of opportunities for children to begin to learn about their own and others cultures by celebrating religious festivals, such as Chinese New Year, Diwali and having a 'Caribbean Day'. Pre-school children have planted carrots and apples and learn to care for the pet snails.

### **The contribution of the early years provision to the well-being of children**

The established team, along with the well-embedded key person system, means adults know the children well and make good provision for their care needs. Babies eat and sleep according to their personal needs and children with additional medical needs are closely monitored. Young children form close attachments and show a sense of belonging and trust. Children are well behaved and learn about sharing and taking turns and respond well to reminders and direction from staff to keep themselves safe. Older children learn about keeping safe as they learn how to cross the road safely and make emergency calls.

Staff provide daily opportunities and a regular free-flow system so that children can access outdoors freely and benefit from the fresh air. Children move freely and safely in their environment because staff take appropriate steps to ensure hazards are kept to a minimum in the children's play rooms. However, children's safety can not be assured when they use the stairway leading to the first floor due to the identified risk, which has not been adequately minimised. Children benefit from well balanced, nutritious meals and snacks, which are freshly prepared on the premises and enjoyed by the children.

Staff work well as a team in sharing information about the children's care needs, personalities, likes and dislikes. Therefore, children are well prepared for transition within the nursery and settle easily. There are appropriate systems in place to share information with other settings and to support transition. For example, links with the local feeder schools are established and continue to develop further to support their care and education.

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

The leadership and management team consists of the Head of Childcare and Family Support, who is the registered individual, the Operations Manager and the Childcare Manager. Their roles and responsibilities are clearly defined and they work well together to ensure the smooth day-to-day running of the nursery.

Since the last inspection there have been significant changes. For example, in September 2011 the nursery relocated to a new purpose built building. Consequently, the accommodation and facilities are greatly improved. The recommendations made at the last inspection have been fully addressed in relation to making fresh drinking water available at all times and maintaining confidentiality of children's personal details. Overall, leaders and managers are clearly motivated to seek further improvement and focus their efforts on priorities identified. However, there are some gaps in the accuracy of the monitoring of children progress and the quality of teaching. For example, there are inconsistencies in staff understanding of how to complete the children's developmental profiles and how best to use this information to provide activities that are tailored to the needs and abilities of individual children. In addition, although regular supervision and appraisals are conducted the leadership team do not consistently monitor practice in the rooms and coach staff to further improve the quality of activities and learning experiences. Consequently, the quality of teaching and progress children make is somewhat variable.

There are appropriate systems in place to ensure staff are suitably vetted, qualified and inducted. All staff have a secure understanding of safeguarding issues and how to implement the policy and procedures. All the required records, policies and procedures are in place and up-to-date. Mostly appropriate written risk assessments and daily checks of the environment help secure children's safety in the play rooms, outdoors and on outings. However, the metal edging on the edge of each step leading to the first floor poses a risk to children if they slip or fall. Managers have sought advice how this metal strip can be replaced with a rubber strip to prevent injury. Nevertheless, action taken in the interim to minimise the identified risk to children using the stairs is not fully effective. For example, the warning notices informing adults to hold children's hands are not easily visible.

Parent and carers are kept well informed about the nursery through the starter pack, parent information board and regular newsletters. There are well-established links in place for the sharing of information with other professionals such as social care and speech and language therapists to support their development and welfare. The nursery is becoming established in the community. For example, they provide a 'Baby Cafe', which offers breastfeeding and weaning support and a free 'Stay and Play' session and there are strong links with the local children's centre.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met**

**(with  
actions)**

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)
- ensure that all necessary measures are taken to minimise any identified risks (Suitability and safety of premises and equipment)

### **What inspection judgements mean**

#### **Registered early years provision**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### **Inspection**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act

2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	255160
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	894582
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	119
<b>Number of children on roll</b>	112
<b>Name of provider</b>	YMCA Black Country Group
<b>Date of previous inspection</b>	07/01/2010
<b>Telephone number</b>	0121 524 1965

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are



usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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