

YMCA Little Fir Tree Nursery

Kings Park Primary School, Lowbourn, MELKSHAM, Wiltshire, SN12 7ED

Inspection date	30/05/2013
Previous inspection date	09/12/2008

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

The quality and standards of the early years provision

This provision is good

- Good relationships between staff and children support children's learning and development.
- Children engage in a wide range of activities that interest them and meets their individual needs and abilities.
- Children develop good social skills through positive interactions and role modelling by staff.
- The nursery has highly effective arrangements to help children settle when they first attend, and when they make the move to school.

It is not yet outstanding because

- The youngest children have fewer opportunities to extend their learning outside.
- Self-evaluation does not always involve all parents, to ensure their comments contribute to the continuous improvement of the nursery.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 the activities indoors and outdoors.
- The inspector spoke with the manager, staff and children.
- The inspector took account of the views of the parents.
- The inspector looked at policies and procedures, children's learning journeys, risk assessments, the self-evaluation form and other relevant documentation.

Inspector

Julie Swann

Full Report

Information about the setting

The Little Fir Tree Nursery operates within the Kings Park Children's centre in the grounds of Kings Park Primary School in Melksham, Wiltshire. The nursery opened in September 2004 and since January 2008 has been managed by Bath Y.M.C.A. The premises include three play rooms and associated facilities, including a sensory room and speech and language area. Children have access to enclosed outdoor areas. The nursery is accessible from a level car park. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for 56 children aged under eight years. It is open weekdays throughout the year from 07:30 to 18:00 except bank holidays. The provision includes a term-time breakfast for children aged up to eight years. There are currently 104 children on roll. The nursery supports children for whom English is an additional language and those with learning difficulties/disabilities. The nursery employs 14 members of staff, of whom 12 work directly with the children. Of these, 13 members of staff hold appropriate early years qualifications and one is working towards gaining appropriate qualifications.

What the setting needs to do to improve further

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

- provide more opportunities for the younger children to play and learn outdoors

- strengthen systems for self-evaluation by consistently including the views of parents.

Inspection judgements

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

Staff works well as a team, they support each other and have a good knowledge of the learning and development requirements of the Early Years Foundation Stage, staff carry out regular observations noting the stage of development of the child. Parents have ongoing opportunities to discuss their children's progress with their key person and see their children's learning files. They are encouraged to share what their children do at home, to assist staff in planning for their children's learning.

Children readily come into nursery, where they choose from the broad range toys and resources stored around the rooms. They enjoy opportunities to use a range of natural

materials such as sand and water, or explore the feel of porridge oats in paint. Children have many opportunities to make choices and be independent. Children involve the staff in their play, for example, by looking at sea shells and discussing a recent visit to the beach. Staff use these opportunities to extend children's language and vocabulary to support their communication and language skills. Children are encouraged to share the toys and take turns, supporting their social skills as they play cooperatively. All children have daily sessions outside. However, younger children have fewer opportunities than others to learn and play in the outdoor environment.

Children show good mathematical skills. They use two-dimensional shapes as they make patterns on the table or carefully balance the small world equipment to create structures. Children are able to sort objects and are encouraged to use numbers in their play. These group activities provide opportunities for children to learn together, for example as they experiment with the play dough, water and food colouring. Children excitedly explain what they can see happening and then learn about mixing different colours. Staff praise younger children for sharing and taking turns, whilst older children show caring skills by helping others. Staff are quick to identify those children that find learning more challenging and work closely with the parents and other professionals to meet their individual needs. Children are encouraged to make choices from the available activities and to be independent when eating, drinking and serving their own food. Children are encouraged to put on their coats and shoes and recognise their name, enabling them to learn the necessary skills for the move to school.

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

Children have fun and clearly enjoy the time they spend at nursery. They are provided with a warm, welcoming and stimulating environment where staff are good role models. A well-established key person system is in place, which helps children to form secure attachments and promotes their well-being and independence. Children have close bonds with their key person and seek cuddles if they are feeling tired. They fall asleep listening to staff singing soft and gentle rhymes. Staff identify individual needs well. Where children are recognised as requiring additional support, practitioners work with parents, and where necessary other professionals to ensure each child's individual needs are met. For example, they have close links with special educational needs professionals enabling them to provide additional support for children. Parents spoken to during the inspection describe how well staff promote their children's all-round development. They use words such as 'lovely' and 'caring' to describe how staff interact with both them and their child.

Children show respect for one another, observe space boundaries and begin to understand the importance of hygiene throughout the various activities on offer throughout the day. This is because staff explain during registration why well-being is an important factor in their development. Staff teach children to manage their own personal care, according to their age and stage of development. Children enjoy washing their hands using the pump soap dispenser saying 'look it's a wriggly worm' at the soap squirts onto their hands. This helps children to learn about and independently follow good hygiene routines. Consequently, children understand about healthy lifestyles and learn how to keep safe.

Staff promote children's good health very well through effective nursery routines and procedures, such as the removal of shoes before entering the baby room so that babies can crawl and play in a clean environment.

Children are provided with fresh, nutritious and balanced meals and snacks that are prepared on site each day. Weekly menus are shared with parents and there are plans in place to consider the views of children when making decisions about food. Effective settling-in arrangements are in place and both children and parents are well prepared when children join the nursery. A wealth of good quality information is shared to ensure individual routines and needs are well met. Children are equally well prepared for the moves they make through the nursery as they grow. They make regular visits to the next room with their key person. Information is shared to ensure there is continuity in their learning and development and welfare.

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

The manager has a good understanding of her role and responsibilities regarding meeting the learning and development requirement. The management team and staff are motivated and committed to the continuous evaluation and improvement of the nursery. Self-evaluation is carried out and there are systems in place to monitor and access the quality of the provision. However, the views of parents and children are not consistently used to drive future improvements.

The manager is the designated person for safeguarding in the nursery and effective systems are in place for safeguarding children to ensure their welfare is protected. The manager understands the importance of sharing information with other providers and actively seeks to make these links. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. The manager monitors the educational programme to ensure that all children's development is effectively promoted.

The management structure is strong and supports the staff team well. Staff are encouraged to attend training to continuously improve their knowledge and understanding and to gain additional qualifications. The management team uses regular appraisals and staff meetings to discuss and share ideas to continuously improve the provision for all children. Rigorous recruitment systems are clearly in place to ensure that all staff are suitable to work with children.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well-qualified or working towards qualifications to strengthen the service they provide. Parents spoken to during the inspection expressed great satisfaction with the care their children receive. Parents express their appreciation of the staff's work and value the individualised care given to their children. They enjoy looking at the development folders and seeing artwork and photographs displayed on the walls. Newsletters keep them informed of forthcoming events such as charity days and concerts, as well as changes to

staff.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 action. 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

Unique reference number	EY366702
Local authority	Wiltshire
Inspection number	844281
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	104
Name of provider	Bath Young Men's Christian Association
Date of previous inspection	09/12/2008
Telephone number	01225 709 594

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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, which are usually the childminder's 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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