

YMCA Day Nursery

St. Marys Hospital, Parkhurst Road, Newport, Isle of Wight, PO30 5TG

Inspection date	13/05/2013
Previous inspection date	12/12/2008

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

- The nursery has a stimulating, well-resourced environment for indoor and outdoor play. This clearly supports children's all-round development and increases their independence.
- Staff consistently monitor individual children's progress through organised observational assessment systems and these effectively help staff to plan for children's future learning.
- The management have steadily evaluated the provision through using a range of detailed information and this has introduced improvements across the organisation.
- Partnerships with parents and other providers are well-established. Staff show strong support for promoting family links, which clearly contributes to meeting children's needs.

It is not yet outstanding because

- At times, the mix of age ranges in the younger nursery rooms, results in levels of activity and noise and that causes some younger children to become unsettled.
- Toddlers and babes have less access to books and picture stories than older children, which reduces opportunities to sustain their interest and encourage their growing communication.

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 arrived and showed her identity document. She explained the inspection process to the manager and toured the nursery.
The inspector observed the daily routines and the children's activities; she spoke with staff and children. The inspector tracked the movements of children in different nursery rooms.
- The inspector viewed a range of documentation throughout the inspection and discussed nursery procedures with the manager.
- The inspector provided feedback and gave the inspection judgements.

Inspector

Christine Clint

Full Report

Information about the setting

The YMCA Day Nursery registered in 2005. It has operated under the YMCA Fairthorne Group since 2005 taking over from a privately owned nursery. The organisation has charitable status. The nursery operates from a purpose built unit situated in the grounds of St Mary's Hospital, Newport on the Isle of Wight. There is a fully enclosed outdoor play area. The nursery operates on one level and has ramps to enable access to the outside provision. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 117 children on roll. The nursery supports children with special educational needs and/or disabilities. Staff also support children and parents learning English as an additional language. The nursery is open each weekday from 7.30 am to 6pm for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. The nursery employ 16 permanent members of staff who work with the children, of these, 15 hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- help babies and toddlers to be settled at busy times by reviewing group sizes and the level of noise and activity.

- encourage the use of books in the younger nursery room to engage the interest of babies and toddlers and promote their progress in early communication.

Inspection judgements

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

The nursery staff and room leaders plan a wide range of activities to encourage children's progress and increase their development in each age group. They ensure that all children have access to different experiences and this includes daily opportunities for outdoor play. This ranges from toddlers who have supervised outside play twice a day, to older pre-school age children who freely choose indoor or outdoor play for most of the session. Toddlers learn to manoeuvre themselves and carry hoops and balls, they practise throwing and chasing these. This helps them to learn how to balance their movements and increases their ability. They skilfully handle paint brushes and use water to make marks on the wooden fence increasing their focus on sensory capabilities. Staff encourage and praise their efforts. Older children relish the opportunity for active physical movement as

they swing on a suspended seat or clamber in a boat. This means they are practising new movements and gaining speed. They have a variety of dens and areas for sitting to increase opportunities for social development. Children learn to balance on the wooden beam or crawl through a tunnel. Some children are dressed as firemen and they make pretend noises of water hoses as they move between areas, acting out their imaginary play. They show high levels of interest in sharing the non-fiction book about firemen with staff. They name specific items that firemen use, showing their knowledge and communicate well learning how to pronounce new words. Staff interact well with children who keenly use the construction area, talking about and sharing their ideas. They have recently been finding and observing insects and staff have displayed photographs of their involvement and noted their comments as reminders of what they learned or achieved. Staff provide children with good opportunities to grow plants from seeds. Children have helped to transplant all the strawberry plants and learned about what makes them grow.

Staff increase children's skills of communication and raise their confidence through appropriate questioning and information sharing. There are fewer books used in the younger nursery room than in other rooms to hold and sustain the interest of toddlers and babies through pictures and encourage their growing communication. Children have ample opportunity to develop their physical skills. They paddle in the large tray of water outside and learn to balance. They start to take responsibility for removing their shoes and socks, they recognise and feel the difference when they slip and become wet. Children are keen to help staff and they share tasks by helping to decide where to hang the wind chime; they helpfully carry the ball of string. They are encouraged to listen to the sounds and feel and touch the wood, learning how the wind creates the sound.

Staff successfully record children's starting points in development through information they receive from parents. They monitor individual children's progress through their regular observations and assessments and these show to how well children are progressing. Staff highlight any areas of need and plan for future individual learning to ensure that any gaps in children's attainment are closed. All staff across the nursery rooms follow the same assessment procedures and they share children's records of progress. This includes a written assessment for all parents of two-year-old children to show their progress as they move through the nursery.

Staff have developed strong levels of partnerships with parents and with other providers. They encourage parents to be involved with children's on going development and share children's records of learning at termly meetings. There are dedicated forms, which encourage parents to contribute to children's records of progress. There are annual questionnaires for parents and specific questionnaires for new parents. Children and families learning English as an additional language are fully supported by staff through signs and symbols and explanations. This helps them to understand the daily routines. In addition, there are extra English classes for visiting parents. Children from the nursery move on to a variety of different schools, therefore staff include positive strategies to prepare children individually. For example, they provide opportunities for children to become increasingly independent and to learn to be responsible. Staff ensure that children's records of development reflect their level of ability and this is shared with parents. The manager and staff show strong support for promoting and encouraging family links which clearly contribute to meeting children's development needs.

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

The provider has a clearly established key person system in place and staff show competent levels of responsibility in supporting individual children's progress. Staff recognise the need for babies and toddlers to form attachments and many staff carry younger babies around for longer periods when they first attend. This supports children's personal, social and emotional development and gives children a sense of belonging from the start. However, the mix of age groups and the noise and activity during times of transition, sometimes results in some younger children becoming unsettled and needing extra support from staff.

As children progress they quickly establish a growing need for independence and choice. This has resulted in staff organising a wider choice for children's outdoor play. For example, the introduction of growing vegetables and plants from seed has fully engrossed children. They show high levels of interest and capability, which extends and increases their understanding of the world and their physical skills. Staff also recognise that children need different play situations to encourage them to develop their ideas. For example, they change the sand play to compost or soil and children use different vehicles to make tracks and develop games. Children learn about safety through manageable risks during their play. For example, when a flour tray is close to the water used for paddling, this becomes slippery and children slide and tumble. Staff encourage them to understand how to avoid this by making sure they stay by the water if they have taken their shoes off. This increases their sense of responsibility.

Younger children's behaviour is closely monitored and staff respond rapidly to explain and manage any situations of negative behaviour. As children progress through the nursery they show a strong awareness of developing close relationships. They learn each other's names from the regular use of name cards. They respond to each other's spontaneous play and join in when they know the songs. Older children have clearly developed close bonds with each other and they enthusiastically follow imaginative play ideas. They share books and read together from pictures, often communicating their thoughts.

Staff encourage a healthy lifestyle for all children. As children grow and become independent they are effectively learning to manage their own personal hygiene. Children follow organised routines for washing their hands before eating snacks or meals. They have regular drinks and recognise when they are thirsty after outdoor play. Children are eager to eat the noodles at lunch time and they learn to use spoons and forks appropriately. Staff show clear skills of recognising individual children's needs for sleep and these are included throughout the nursery rooms. Babies have their own bedding and staff monitor and record their sleep times. Staff have developed a stimulating and well-resourced environment for indoor and outdoor play. This clearly supports children's all-round development and increases their growing independence in readiness for moving on in their education and learning.

The effectiveness of the leadership and management of the early years

provision

Leaders and managers have a thorough understanding of their responsibilities for meeting the learning and development requirements. The manager has worked with staff to adapt the educational programmes to meet the Early Years Foundation Stage requirements. Staff have introduced new systems to reflect the areas of learning in children's records of development and have shared these assessments with parents. The manager has recently included a nursery-wide scheme to track all children's progress. This enables the manager to see immediately if any children are not achieving as expected. Key persons can use this instantly to adapt the planning for activities, and they can print regular assessments of children's progress to share with parents.

The provider promotes children's welfare effectively by organising staffing arrangements to ensure children's safety and to meet their individual needs. Staffing ratios are consistently maintained to ensure that children are supervised appropriately. There are well-organised systems for staff employment and for checking staff suitability. All required documentation is in place to support the processes and to safeguard children. There are detailed records to show how new staff follow the planned induction procedure. The manager has organised clear staff appraisal and supervision systems. A safeguarding audit of the nursery has taken place and this has highlighted some further training for senior staff. However, all staff take part in initial training in child protection, and they sign to confirm that they have read the policies and procedures, including those that have been updated. There are very clear procedures for referring any concerns about children's welfare and all staff know and follow these. The manager and staff show a strong knowledge of all accident and medication requirements, and all documentation is in place to support children's safety and well-being.

The manager has competently evaluated the provision through using a range of detailed information from parents, staff and other agencies. This has led to effective improvements across the organisation, including well-planned procedures for managing staff performance and encouraging professional development. The training list for staff shows that staff have recently attended a range of training which has given them opportunities to widen the play experiences for children.

The manager has increased the involvement of parents and families, through organising weekly opportunities for parents and siblings to attend. Children in the nursery also link-up with their siblings during these sessions to increase the family experience. There are close working arrangements with the hospital for supporting any children with special educational learning and/or disability development needs. The nursery also provides short term care for children whose parents work temporarily in the hospital. This has encouraged the nursery to develop a wide range of labelling and information for families who speak English as an additional language and there are links to language courses for any parents who need help.

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
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	EY302408
Local authority	Isle of Wight
Inspection number	911625
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	117
Name of provider	YMCA Fairthorne Group
Date of previous inspection	12/12/2008
Telephone number	01983 525 423

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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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