

YMCA Weston Park Community Day Nursery

Newtown Road, Weston, Southampton, Hampshire, SO19 9HX

Inspection date	01/10/2013
Previous inspection date	24/09/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children thoroughly enjoy their time at the nursery. Children of all ages are happy and confident owing to good relationships with staff.
- Children feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.
- A very good partnership between the nursery and the parents ensures key information is shared between them, which helps the staff meet children's individual needs.
- Children benefit from their time at the nursery and enjoy their learning, progressing well in the play environments provided by staff.
- The children are welcomed into a warm, friendly setting, where they are valued and included, so are ready to learn.

It is not yet outstanding because

- Planning does not always clearly show the learning outcomes of activities to enable all staff to skilfully question children during activities to extend their learning as well as possible.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector and manager undertook a joint observation together.

Inspector

Alison Large

Full Report

Information about the setting

YMCA Weston Park Community Day Nursery is part of a Sure Start Children's Centre. It is funded by Southampton City Council and is managed by the YMCA Fairthorne Group. It is one of a variety of children's enterprises in Hampshire, Dorset and the Isle of Wight run by the YMCA Fairthorne group. It registered in 2006 and operates as a purpose-built nursery. It is situated in the Weston area of Southampton.

All children have access to an enclosed outdoor play area. There are currently 60 children in the early years age group on roll. The nursery receives funding to provide early education for two-, three- four-years-olds. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities and also children learning English as an additional language. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. There are eight members of staff who work with the children. All but one hold a relevant childcare qualification.

What the setting needs to do to improve further

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

- clarify further the learning intention of activities to enable staff to better support and extend children's learning through discussion and open questions, encouraging them to think more.

Inspection judgements

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

Staff make the nursery a welcoming environment for the children, who move around freely and use a wide range of activities and resources. They quickly settle into the session and can independently make choices about their play. Children particularly enjoy playing outside, where they can have fresh air and exercise in all weathers which support their physical development.

During creative play, children can experiment with glue, and help themselves to scissors and paper to make things, learning through exploratory play. The nursery provides a bright and child friendly area for children to play and learn where they develop confidence and self esteem. Staff have a good understanding of the seven areas of learning and how children learn. They ensure that a range of resources available to the children help them

make good progress in their learning. However, not all staff are confident to question and extend children's learning during planned and everyday activities. The daily planning does not clearly show the learning outcomes of the activities to enable all staff to confidently broaden children's learning through discussion and questions.

Observations and photographic evidence are collected by all staff and included in each child's progress record. These help staff track children's progress in the different areas of learning, and are also used to identify any gaps in children's development, so all progress well. All children enjoy good opportunities to choose, participate and become independent in their play. Children use their imaginations and create role-play games, excitedly talking to their friends and using the different resources in their play. Staff sit with children and engage in conversations with them. For example, there are discussions about the children's families and things they do at home. Consequently, children's language skills are well supported and their thinking and creativity extended. They become aware that written words have meaning as adults sit and read books with them. Children have opportunities to develop and acquire basic skills in using technology by having safe equipment to play with, such as a computer and other programmable equipment.

The staff have implemented the progress check for children aged between two and three years. All documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery through the notice boards and daily chats to staff. They state they have seen their children make good progress since starting.

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

Children are secure and safe in the pre-school and feel a sense of belonging, fostered by consistent care from staff and excellent resources. A good 'key person' system is in place, where staff take special responsibility for particular children. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. Children are happy and confident as staff are sensitive to children's individual needs. Children's independence is promoted well, in preparation for school. They develop skills such as putting on their own coats and shoes and pouring their own drinks and helping to tidy up. All children enjoy opportunities to choose, participate and become independent in their play. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Good systems are in place to inform staff of any health or dietary issues the children may have. Thorough records are kept of accidents and medication administered. The nursery staff provide a good variety of healthy snacks including fruit and vegetables.

Good systems are in place for behaviour management. Children behave well and are learning to share and take turns. They learn the nursery rules and respond to staff when they are reminded that running indoors is not safe. Staff are good role models and ensure children know right from wrong. Children are developing positive relationships with each other and interact well together. They know what is expected of them and are confident to make choices and decisions.

Children enjoy fresh air and exercise daily as they may choose to use the outdoor environment throughout the session, all year round. Opportunities to develop children's physical skills are fostered well. Children ride a range of wheeled toys and can learn to climb, balance and catch. The outside play area has a good range of resources to stimulate the children's interests and provide lots of opportunities for learning and enjoyment. The children particularly enjoy playing in the 'mud kitchen' and swinging on the tyre swing.

Staff help the children to settle when they first join the setting. Good relationships have developed with the local primary schools to help the children also have a successful move into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

Children benefit from staff that work very well together as a team and share a commitment to improvement. Safeguarding children is prioritised. Staff undertake training in safeguarding and have a very good understanding of safeguarding procedures. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. Thorough risk assessments are completed for the nursery and staff make the required daily safety checks to ensure that children can play safely, including when wearing protective clothing provided by the nursery. Equality and diversity is promoted well and the nursery staff offer an inclusive environment. Systems to monitor the provision to identify the nursery's strengths and areas for development are implemented, which ensures continuous improvement of the setting. A comprehensive range of policies and procedures help ensure that children's welfare needs are met.

An excellent partnership between the nursery staff and parents means key information is shared between them. Parents are kept informed about daily routines and the activities their children have taken part in. Parents express confidence in the standard of care, communication and their children's preparation for the future. Parents spoken to during the inspection explain that the 'friendly and caring attitude' of staff clearly influenced their choice in selecting the nursery. The information displayed in the entrance area allows parents to be kept fully informed about the life of the nursery. They are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. The nursery management has systems in place to link with other providers, where children attend more than one setting, to aid the continuity of children's care between provisions.

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	EY330646
Local authority	Southampton
Inspection number	932744
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	32
Number of children on roll	66
Name of provider	YMCA Fairthorne Group
Date of previous inspection	24/09/2009
Telephone number	023 8043 1186

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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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