

YMCA King's Nursery

4 Silver Street, MALMESBURY, Wiltshire, SN16 9BU

Inspection date

Previous inspection date

07/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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 requires improvement

- Staff have positive relationships with children and are reassuring and caring. This approach helps most children to remain settled during their time in the nursery.
- The nursery has positive partnerships in place with parents who are complimentary about staff and are particularly grateful for the flexible service.
- Effective procedures are in place to settle children into the nursery when they first attend and to help them move up to their new rooms.
- The nursery makes effective use of the progress check for two-year-olds to provide parents with a full picture of children's achievements and next steps in learning.

It is not yet good because

- Resources and activities in the pre-school room do not always provide enough challenge for older and more able children to help them make more rapid progress.
- Staff do not always communicate effectively with each other to ensure that routines and activities meet children's individual needs well.
- The garden area can become very muddy and, while this has some benefits for play, it is not particularly appropriate for babies.
- Although staff remind children of behaviour and safety rules, there is a lack of focus on using explanations to help children learn how to take responsibility for themselves.

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 activities and care routines in all age groups.
- The inspector completed a joint observation with the nursery manager of activities in the pre-school room.
- The inspector held discussions with parents, staff and the manager at appropriate points throughout the inspection.
- The inspector looked at children's development profiles and sampled a range of other documentation, including evidence of the staff team's suitability and qualifications.

Inspector

Gill Little

Full report

Information about the setting

YMCA King's Nursery re-registered under new management in 2013. It operates from a church building in the centre of Malmesbury, Wiltshire. Access to the premises includes two steps into the front door. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and is caring for 46 children in the early years age range. It is registered on both the compulsory and voluntary parts of the Childcare Register and is caring for 28 older children. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. It is open each weekday from 7.30am to 6pm all year round. The nursery is in receipt of funding for the provision of free early education for children ages three and four years. The nursery employs nine members of childcare staff, all of whom are qualified to at least level 3; two members of staff hold level 4 qualifications and the manager has attained Early Years Professional Status.

What the setting needs to do to improve further

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

- monitor and develop a wider range of resources and activities in the pre-school room to introduce greater challenge for older and more able children
- improve the communication between staff about their roles so that routines and activities run more smoothly, creating a greater sense of well-being and purpose for children
- develop the outdoor learning environment to provide some space that stays relatively clean and dry, paying particular regard to the needs and interests of babies.

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

- extend children's understanding of behaviour and safety rules by providing explanations of why these are important.

Inspection judgements

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

Babies enjoy exploring a suitable range of resources in their room, such as some household objects, sand and cars. Key persons are familiar with babies' individual interests, such as climbing. They therefore encourage babies to climb wooden steps, with support, to extend their physical skills. Staff talk to babies routinely, such as introducing early number language, which helps to promote their communication and language skills. Babies access outdoor play on a daily basis although the garden is not particularly suitable for their needs as it does become very muddy in wet weather. Staff provide a plastic sheet for babies to sit on to explore wooden bricks but babies are not particularly interested in the limited resources and soon go back indoors.

Staff in the toddler room provide an interesting range of activities, such as construction toys, art and craft activities and early writing activities. Children enjoy an enthusiastic parachute game led by staff, showing that children can follow instructions and play cooperatively while developing physical skills indoors. Children concentrate well while following a painting game on the computer and receive suitable support from staff. Such activities help them to develop communication and language skills and to learn about technology.

Children in the pre-school room have access to a sufficient range of resources, such as books, writing equipment, a home corner and 'choosing trays'. Staff encourage discussion, such as talking about different fruits and vegetables as children play in the home corner, promoting language skills and an understanding of a healthy diet. Staff talk to children about shapes while they use modelling dough, and children demonstrate that they know circles and triangles. Planned activities help children to make some progress but staff do not always manage these effectively. Activities are sometimes disrupted as staff change roles. Staff do not always communicate effectively to achieve the planned outcome for the activity, which results in a change of focus and inconsistent teaching. Older and more able children show that they are acquiring some skills in readiness for school. They talk to each other about a display board showing words for different days and months, demonstrating that they are familiar with this activity. They develop other early literacy skills by writing food orders on a notepad as part of their imaginative play and receive some suitable support from staff. However, there is a lack of focus in providing a wider range of activities and resources to challenge older and more able children. As a result, such children are not always fully engaged in purposeful play and sometimes wander around rather aimlessly. The learning environment is not fully effective in helping these children to make more rapid progress.

The nursery gathers suitable information about children when they first attend, taking into account their interests and levels of development. Staff make regular observations of children's achievements and evaluate these regularly to check that children are on track for their ages. Staff demonstrate that they are familiar with children's next steps in learning and they generally plan appropriate activities to promote these. Staff exchange information routinely with parents about children's progress in the nursery and their progress at home to promote continuity in care and learning. In addition, staff provide regular guidance to parents to help them support their children's learning at home. The nursery makes effective use of the progress check for two-year-olds and staff provide information about children's progress in all areas of learning as well as their next steps in these areas. This assessment provides parents with a full picture of children's

achievements and future targets.

Since registration, the nursery has incorporated children's home languages more fully into daily routines and activities. This approach helps children learning English as an additional language to make further progress. The nursery provides positive support for children with special educational needs and/or disabilities. Parents comment that they are impressed by the knowledge and guidance from the staff team in supporting such children.

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

Children enjoy positive relationships with their key person and with other staff. Staff have a friendly approach and offer children reassurance if they become upset. Many parents comment on the staff team's professionalism and welcoming attitude. They also comment on how helpful staff are when children start in the nursery and when they are moving up to a new room. This approach builds positive partnerships with parents and helps most children to feel settled and secure for most of the time. However, staff do not always communicate well with each other or pay a high enough regard to children's individual needs to ensure that routines run smoothly. As a result, there are times when children become upset and unsettled unnecessarily. Behaviour is generally positive and children show that they are able to take turns and share resources with support from staff. Staff remind children or instruct them about behaviour and safety rules, such as not running indoors and not kicking each other. However, staff do not routinely support this process with discussions and explanations to help children develop a greater understanding of why such rules are important. The nursery supports children moving up to school by inviting in their new teachers and taking them to school productions to help them become familiar with their new environment. This approach helps children to feel secure about this important stage in their lives.

All children are able to play outdoors on a daily basis. Although the garden is not particularly suitable for babies, older children enjoy exploring the 'mud kitchen', a painting activity, a playhouse and a water tray. Staff involve themselves routinely in children's play to help extend their ideas and skills, such as bringing to life a song about ducks while children play with pretend ducks in the water tray. The nursery provides a healthy diet, with meals cooked on-site, and staff help children to learn about different fruits and vegetables. Children learn about good hygiene procedures and even very young children demonstrate that they understand the need to wash hands before eating.

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

The nursery staff, and management team, demonstrate a suitable understanding of their responsibilities to meet the legal requirements for the Statutory Framework for the Early Years Foundation Stage. Appropriate procedures are in place to safeguard children and staff discuss these regularly during meetings to enhance their understanding. All staff receive suitable training in this area and the safeguarding lead for the nursery

demonstrates a clear awareness of how to refer concerns. The nursery is safe and there are sufficient procedures to maintain security at the front door. Appropriate recruitment procedures are in place to assess the suitability of staff, including obtaining background checks for all staff working at the premises. Suitable induction procedures help staff to develop an awareness of their roles and responsibilities.

The manager has regular meetings with staff and observes their practice routinely. Additional support is available for staff to develop particular areas, such as improving their understanding of the observation and assessment process. The manager receives positive support from the company, such as arranging visits to another nursery to help staff improve their practice. Suitable procedures are in place to monitor children's development records in order to identify children who need additional support. However, systems to monitor the quality of educational activities and general routines are not always fully effective. As a result, there are some weaknesses in the quality of activities available and in children's daily routines.

The nursery has regular discussions with parents, taking into account their views to inform the self-evaluation process. There is a realistic approach to self-evaluation and the management team is aware of some areas for improvement, such as the garden. Since registration, the nursery has taken steps to improve some areas of practice, such as providing additional technology toys and equipment to improve children's awareness of the world around them.

The nursery has positive partnerships in place with parents. Parents are complimentary and state how grateful they are for the flexible service the nursery provides. This flexibility is particularly valued by parents who work shifts and those who are increasing their working hours. The nursery has partnerships in place with external agencies and other early years providers to promote consistency and to link families with additional support as necessary.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY460914
Local authority	Wiltshire
Inspection number	910931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	48
Number of children on roll	74
Name of provider	Bath Young Men's Christian Association
Date of previous inspection	not applicable
Telephone number	01225325900

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate
Store St
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M1 2WD

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