

Malvern Vale Community Childcare Provision

Swinyard Road, Malvern, WR14 1FG

Inspection date	04/02/2014
Previous inspection date	Not Applicable

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

- The provider, manager and staff are approachable and kind. They support children well, so they soon settle at nursery and enjoy the inviting child-friendly surroundings and rewarding activities.
- The provider, manager and other adults working with children have a clear understanding of each child's stage of development and next steps in their learning as a result of their robust observation, assessment and tracking procedures. They are increasingly effective in planning for children's learning priorities, ensuring every child makes good progress in relation to his/her starting points.
- Parents and carers are kept fully informed about their children's care, activities and achievements and appreciate being able to actively contribute to their child's learning and development at home and at nursery.

It is not yet outstanding because

- There is scope for staff to plan more precisely for children's physical development needs, in order to fully extend their coordination, balance and control in moving in different ways.
- Provision for children's outdoor learning is not always as varied and challenging as the activities and experiences planned for children indoors.

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 in the main playroom and the outside play area.
- The inspector held meetings with the provider and nursery manager.
- The inspector talked to the children and adults working with them throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and a volunteer working with the children.
- The inspector discussed the provider's monitoring and evaluation procedures and improvement plans.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents spoken to on the day and from information included in the nursery's parent survey.

Inspector

Rachel Wyatt

Full report

Information about the setting

Malvern Vale Community Childcare Provision was registered in 2013 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is run by the Worcestershire YMCA and comprises Squirrels Nursery and Y Play, which is not currently open but is a proposed before and after school and holiday club. The nursery is based in a community centre in Malvern. It operates from two rooms with associated facilities. There is a large enclosed outside play area and children have opportunities to go on various local walks and outings and to use a nearby park.

The nursery currently employs three members of staff, including the provider and a volunteer. The provider has an early years degree, the manager has a level 3 early years qualification and the other member of staff is a qualified primary school teacher. The nursery is open Monday to Friday, term time only. Sessions are from 8am until 1pm. Subject to demand, the provider intends to offer before and after school sessions, Monday to Friday, during term time and sessions from 8am to 6pm, Monday to Friday, during school holidays. The setting will close for a week between Christmas and New Year.

There are currently 12 children aged from two to four years on roll. The nursery provides funded early education for two-, three- and four-year-old children. During term time, the provider runs a toddler group at the premises on a Wednesday afternoon from 1.15pm to 2.45pm.

What the setting needs to do to improve further

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

- plan more precisely for children's physical development needs, in order to fully extend their skills and control when moving, balancing and using various equipment and wheeled toys
- consolidate the planning and organisation of children's outdoor learning, in order to offer them consistently varied and challenging activities and experiences outside.

Inspection judgements

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

Children enjoy being at nursery and are keen to join in the, generally, rewarding and interesting experiences planned and organised by the staff. The adults effectively implement the nursery's robust observation, assessment and planning procedures. As a result, they have a clear understanding of children's starting points, stage of development,

rate of progress and next steps at any given time. The manager and staff ably plan activities and resources, which incorporate children's next steps and interests. They usually effectively follow these up in their teaching and support for children. Parents also appreciate that staff act on their recommendations for their children's future learning, for instance, to concentrate on a child's toilet training or recognition of colours. However, there is scope for staff to more precisely direct their planning and teaching to certain aspects of children's physical development. Staff clearly understand each child's physical abilities and they ensure they use varied and more challenging physical play equipment, for instance, during regular visits to a nearby well-equipped play park. However, adults are less successful in coaching children and developing their confidence and skills when using wheeled toys. As a result, children who are ready to use more challenging equipment, for instance, with pedals or just two wheels, are not always given the focussed attention and coaching they need to make rapid progress.

Staff relate well to children and help them to develop the skills and attributes needed, in order to learn effectively at school. They gently support active toddlers in channelling their energy and attention, so they learn to remain interested and involved in activities for longer. Staff offer plenty of activities and a wealth of resources, which promote children's choices and encourage them to investigate, experiment and be imaginative. These activities include interesting small world and role play; exploratory play with sand, water and other natural materials and many opportunities to experiment with art, craft and modelling materials. Toddlers and pre-school age children all enjoy these and often concentrate and persevere, whether an adult is involved or not. For example, a two-year-old child happily acts out 'ironing' in the well-equipped domestic role play area. The child enjoys sorting out clothing and eagerly chats about what they are doing. Another group of young children, helped by the manager's sensitive support and suggestions, concentrate well as they use different types of glue and sticky tape to fix recycled materials to make their 'walls' and 'towers'.

Staff adeptly fosters children's communication skills. They consistently promote children's attentive listening and taking turns in speaking, for example, during group discussions and song and story times. To help children to do this, they encourage them to choose a mat and to find a space to sit on this where they can listen carefully to each other without distractions. Staff chat easily to children, encouraging them to talk about what they are doing, to ask and answer questions and to describe and recall events. They carefully monitor children's understanding and emerging speech and work sensitively with parents and other agencies to support those children at risk of delay. Parents' comment about how well their children's speech and vocabulary has developed since they started at nursery.

Parents and carers are actively encouraged to contribute to their children's learning and development at nursery and at home. Their views about their child's interests and abilities help the manager and staff to get to know children well and to accurately assess and plan for their stage of development. Parents feel fully informed about their children's activities and achievements from daily discussions with staff, information recorded in their child's communication book and from more formal discussions about their child's progress. This includes looking at their child's learning journey, discussing their two-year-old's progress check and having a written summary of the staffs' current assessment of their child's

progress. As a result, parents feel confident to comment on and mutually agree their children's learning priorities.

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

Children thrive and are well cared for at nursery. The manager and staff fully understand and effectively meet children's individual care and health needs. From the time a child starts, parents are encouraged to provide as much information as possible about their child's routines, medical history and any health or dietary needs. Staff and parents then agree specific care and where relevant, health plans for each child. During activities and routines, the manager and staff also effectively help young children to gain a sound understanding of how to promote their own good health. For example, they patiently and calmly help children to become independent in using the potty or toilet and to reliably wash and dry their hands properly. At snack time, children enjoy eating toast and a selection of fruits and staff ensure they drink enough water. Young children become increasingly confident about putting on their coats and they know they need to wear an apron during creative and messy play. They enjoy being physically active and being outside, although, staff do not always make the most of a wealth of resources, in order to provide children with consistently exciting and challenging outdoor experiences.

The manager and staff effectively promote children's emotional well-being and social skills in readiness for the next stage in their learning, including going to school. They help new children to settle quickly and make sure every child feels welcomed and included. They encourage parents to tell them as much as possible about their children, so they get to know them well and take account of their characteristics, backgrounds and interests in the activities, toys and resources they provide. These strategies and the inviting, child-friendly indoor surroundings, help children to develop a strong sense of belonging. The manager and staff ably promote children's good behaviour and foster their positive relationships. They talk to children about what is happening next and praise their efforts and achievements, so that children increasingly understand what is expected of them. Staff quietly and calmly remind children how to behave sensibly and safely, so they learn to sit still, to listen and to share and take turns. They also create opportunities for children to get to know each other and to socialise, for example, when they sing their special 'hello' song to welcome each other and when they sit together at snack time. Children are encouraged to be kind and helpful. For instance, they enjoy helping at snack time. They cut up fruit, such as bananas and after they have finished eating, they help to clear away cups and plates and to clean the table.

The provider and her colleagues fully understand the importance of protecting children from harm and they make sure they are looked after in safe and secure surroundings. Staff carefully monitor the safety and security of the premises and ensure children use good quality toys, equipment and resources. Children are appropriately supported in understanding how to behave safely. They are reminded to walk inside and shown how to correctly use scissors and play equipment. Staff sensitively involve children in discussions about their emotional security and well-being, using good visual prompts to help them to describe different feelings.

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

The provider and manager are motivated and successful in their efforts to establish a good quality nursery provision that meets the needs of local children and their families. Since registration, they have carefully monitored and reviewed procedures and their and their staffs' practice to ensure they fully meet regulation. The provider and manager confidently prioritise and plan effectively to make well-targeted improvements, readily taking account of the advice of their local authority early years improvement adviser and feedback from parents. They have also embedded effective procedures for monitoring children's progress and for assessing the impact of the educational programme and their teaching on children's learning and development. Current priorities for the nursery's future development include plans to further develop the provision for children's outdoor learning. In addition, the provider and manager are strengthening links made with other community organisations such as health visitors and the children's centre, in order to facilitate parents' access to information and other services relating to young children.

As part of their commitment to high quality childcare, the provider and manager have implemented robust safeguarding policies and procedures, which reflect national and local guidance and protocols. All adults working in the nursery complete regular safeguarding training and they understand the nursery's child protection procedures. They know what action to take if they have any concerns about a child's welfare. In addition, all required agreements and information are obtained about children and their families, so that nursery staff know who may have contact with or collect children. They also carefully monitor children's health, safety and welfare. The provider's robust recruitment, vetting and staff performance arrangements ensure everyone who works in the nursery is suitable and has the appropriate knowledge and skills to work with young children.

The nursery team of the provider, manager, a member of staff and a volunteer work well together to create an environment where children settle quickly, are keen to learn and progress well. The adults are all confident about their roles and responsibilities, as a result of good induction procedures and regular opportunities to discuss and review their work and performance. The provider and staffs' experience and qualifications positively impact on the quality of their teaching. An effective programme of training helps them and the volunteer to continually develop their knowledge and practice.

Well-established partnerships with parents, carers and others ensure that children's needs are clearly understood and effectively met. The nursery staff and a volunteer are actively involved in the on-site toddler group, so they make contact with local families at an early stage. Parents whose children attend the nursery are confident to express their views about their children's care, learning and development. They know that the staff will listen to them and act on their suggestions. Parents are kept fully informed about how well their child is progressing and mutually agree with staff, which aspects of their child's development to focus on next at nursery and at home. If there are concerns about a child's development; the provider, manager and staff sensitively work with parents and other agencies to make sure children promptly get the support they need. Children who attend more than one setting have consistency and continuity because the provider and

manager are proactive about making contact with these other providers. Children who are moving on to school are helped to develop the skills and confidence in order to make smooth transitions into full-time education. In addition, the nursery's well-established assessment procedures means that up-to-date comprehensive information is available to give to the school about each child's learning, development and next steps.

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	EY465264
Local authority	Worcestershire
Inspection number	933454
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	12
Name of provider	Redditch Young Men's Christian Association Limited
Date of previous inspection	not applicable
Telephone number	01684561741

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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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