

Redditch YMCA Pre-School and Nursery

Church Hill Community Centre, Loxley close, CHURCH HILL, Redditch, B98 9JL

Inspection date	11/02/2014
Previous inspection date	06/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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

- The nursery management demonstrate a sound awareness and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and children make satisfactory progress in their learning.
- Recruitment and safeguarding practices are robust. All staff work in partnership with other agencies to ensure that children and their families are supported.
- Children settle well within the nursery because their key person supports them with warm loving care, thereby promoting their emotional well-being.

It is not yet good because

- Activities provided do not always take into account the interests and stage of development of babies and toddlers to ensure that they make good progress.
- Line management does not effectively monitor staff performance. As a result, the quality of teaching is variable. Monitoring of the educational programmes is not consistent across the nursery to ensure all children make good progress.

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.

Inspection activities

- The inspector observed activities in all areas used by children and outdoor play areas.
- The inspector and nursery co-ordinator carried out a joint observation.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector read and discussed the nursery self-evaluation form 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 and carers spoken to on the day.

Inspector

Julia Galloway

Full report

Information about the setting

Redditch YMCA Pre-School and Nursery originally opened in 1978 and moved to its current premises in 2006. It operates from a self-contained nursery unit within Willow Trees Children's Centre and Community Centre in the Church Hill district of Redditch. There are enclosed areas available for outdoor play. The nursery serves the local and surrounding areas.

The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. It is registered on the Early Years Register. There are 79 children on roll. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. Four staff are qualified to degree level and of these staff, one holds Qualified Teacher Status and one holds 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:

- improve the assessment and planning of challenging learning experiences for babies and toddlers by taking into account individual interests and stage of development to ensure that all young children make good progress
- develop the system of line management and supervision of staff to ensure that all staff have regular opportunities to receive support and coaching that will enhance their practice.

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

- embed management systems to monitor the educational programmes to ensure all children are supported to make good progress in their learning and development.

Inspection judgements

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

Generally children are happy, settled and make satisfactory progress towards the early learning goals during their time at the nursery. They are familiar with routines and readily take part in a range of different activities from a wide range of developmentally appropriate resources. There are many opportunities for children to direct their own play

and open-ended resources enable children to explore and play independently. For example, babies explore treasure baskets and a selection of small boxes and containers with curiosity which allows them to explore independently. This supports children's learning and they show the characteristics of keen learners by engaging in activities and staying focused for increasing amounts of time depending on their stage in development. Staff have a satisfactory understanding of the learning and development requirements of the Early Years Foundation Stage and plan some suitable experiences for children. However, the effectiveness of planning systems are not consistent across the nursery. This does not ensure that all children access learning experiences that take into account their individual interests and stage of development. In the baby and toddler rooms teaching is sometimes variable because staff do not always give enough consideration to the different developmental abilities of all children when planning. As a result, staff do not always ensure that adult-led activities are challenging or stimulating to all children. This means that learning opportunities are sometimes missed because some children lose interest in what they are doing. Likewise, interactions between adults and children are not always of good quality ensuring that all children learn new skills. This is because teaching is not always effective. However, staff show that they know children well and key persons have good relationships with parents and carers. Information about care practices or how children have generally been during the day are discussed. Adult-led sessions in the pre-school room are delivered well and children make good progress because staff have clear learning objectives for all activities.

Children's learning journey files contain observations, photographs and some evidence of monitoring children's development. Children's prior skills are established with parents and carers on admission to the nursery, when parents and carers complete a 'family contribution' document. This records what their child can do, their likes and dislikes. This along with verbal discussions with parents and carers, helps staff to identify children's starting points on entry. All children have profile documents which their key person completes to monitor progress. However, these are not always routinely maintained in all rooms and as a result, staff are not always aware if children are making good progress. However, the nursery does ensure that the progress check at age two is carried out to identify strengths or weaknesses in development and this is shared with parents and carers. The quality of teaching in the pre-school room is consistently good. Children take part in a wide variety of interesting and challenging experiences that are usually planned around their individual interests. This results in children becoming confident and self-assured, eager and motivated learners. For example, staff effectively extend and support learning for children when it has been snowing and children have been excited about this. Children spend time creating their own snowflakes with paint and templates after going outside in the snow earlier in the day. Children discuss what they have been doing while creating their own snowflake pictures and are able to make links between experiences and what they are learning.

Most children, including those with special educational needs and/or disabilities, are supported satisfactorily and interactions between staff and children during play are good. Staff understand the benefit of using an array of open-ended and natural resources including the outdoors. All children have access to a wide range of equipment and all rooms are well laid out to encourage different types of play. This supports children's individual development and motivates them to take an active part in their learning.

Children who speak English as an additional language are generally well supported because the setting has a number of resources that are used to support these children. Transitions between rooms are well planned and staff have identified that children of different ages require appropriate space and facilities to meet their needs. This has resulted in the pre-school children moving into their own cluster of rooms therefore creating more space in another room for the toddlers. All children in the pre-school are making good progress towards the early learning goals and have the key skills needed for the next steps in their learning. Partnerships with local schools have been developed to support this transition. Nursery staff support children with the move to school by attending school visits with children and inviting school staff to visit the nursery. Accurate assessment documents mean that schools are provided with useful information about children's needs to support this transition.

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

Staff have good relationships with children, which results in them feeling safe and secure. Children settle well within the nursery because their key person supports them with warm loving care, thereby, promoting their emotional well-being. All children have been allocated a key person and staff show that they understand the importance of this role. The nursery has good relationships with parents and carers who speak positively about their children's experiences. Staff are friendly and approachable and provide good role models for the children. They make sure that they talk to children at eye level and use calm and encouraging language to remind children to follow nursery routines. Most children play well together and build friendships with other children. Children's behaviour is generally good and staff effectively implement strategies to support children to understand about acceptable behaviour. Most children show that they enjoy group time with their friends because they sit together as a group for a period of time appropriate for their stage of development.

The nursery ensures that all children are provided with experiences that support them to lead a healthy lifestyle. This is because all children have regular opportunities to take part in physical activities. Toddlers and pre-school children have sessions with a specialist coach twice a week. Babies have access to equipment that supports their physical development and they enjoy climbing up and sliding down a purpose-built piece of equipment. All children regularly play outdoors in the fresh air; this includes babies and toddlers who enjoy splashing in puddles. The nursery provides healthy snacks each day and works in partnership with the local children's centre to promote healthy eating. The toddler and baby rooms have spaces for children to rest and take naps as required and staff ensure that information about children's routines is gathered from parents and carers. Detailed information is shared about what babies have been doing at nursery and daily diaries are completed. This ensures that staff, parents and carers work together to provide consistency for children. This is important in ensuring that both emotional and care needs are met. Parents and carers are invited to attend many special events, such as cake sales, sports days and art days. There are displays in all rooms where children and families can share important family news and photographs of families are displayed. This helps children to feel at home at the nursery and supports their understanding of each other's similarities and differences.

The nursery has a wide range of resources in all rooms that are suitable for the children who access them. Daily safety checks and risk assessments ensure that all risks are minimised and hazards removed. Staff are vigilant about recording accidents or injuries and all staff have attended the required first aid training that enables them to administer first aid. Systems to ensure that children's dietary or medical needs are recorded and shared are robust. This ensures that all children's good health and safety is assured. Children learn about road safety and can explain that 'red means stop and green means you can go'. This increases their understanding about the world around them and supports them during daily life outside of the nursery. Children in the pre-school room show increased levels of independence, for example, by making their own sandwiches and pouring their own drinks. All children have access to drinks as required and staff provide assistance to most children appropriate to their age. Toilet training routines in the toddler room ensure that these children quickly acquire increased independence and staff work in partnership with parents and carers to support this.

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

The management team demonstrate a sound awareness and understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and most children are making satisfactory progress in their learning. Safeguarding practice is good and all staff understand their responsibility to ensure that children are kept safe from harm. This includes procedures to be followed if an allegation is made against a member of staff. The recording of events or incidents is precise and records are maintained to a good standard. This means that in the event of any concerns or complaints being made, detailed information is available. This ensures the well-being and safety of both children and staff at all times. All staff are aware of how to report and record any concerns about children. Effective systems ensure that any concerns are monitored and referred to outside agencies as required. This ensures that children and families get the help that they need. Recruitment and safeguarding practice is robust and all staff have had recruitment checks carried out to ensure their suitability to work with children and families. Induction procedures ensure that all new staff are aware of policies and procedures and as a result, children's safety and well-being is assured. Partnership work with other agencies including the local children's centre ensures that all children and families are supported well.

Children are making satisfactory progress overall in their learning and development at the nursery. All staff are qualified at level 3 or above in childcare and regularly access additional training. However, systems to monitor the educational programmes have not yet been fully embedded. Management are not yet able to effectively identify any gaps or areas of weakness in children's learning to ensure all children are consistently making good progress. Systems to monitor staff practice to evaluate the quality of teaching and the impact that this has on children's learning is not yet robust. For example, teaching and learning in some rooms is not always of a consistently high standard as it is in other rooms. This is because opportunities to support and coach staff through supervision and line management are not fully in place. Good practice across the nursery is not always shared to promote consistency for children or the opportunities for staff to learn from each

other. Documents devised to support planning and to assess children's needs are appropriate but they are not consistently completed by all staff.

The nursery is well placed to work in partnership with the local children's centre which is also on-site and this partnership works well. Staff from the nursery complement the family support work provided to families by the children's centre because they work closely together. This means that children and their families receive the help that they need if required. Managers and staff build relationships with families that enables partnerships to work to ensure the best possible outcomes for children. This is because they spend time getting to know families. Parents and carers are encouraged to share their views to enable the nursery to continually prioritise areas for development. Parents and carers are asked to complete questionnaires and attend parents' evenings. Management use this information to identify areas for improvement within the nursery and make appropriate plans to ensure that these are effectively targeted to further develop the nursery.

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	EY338265
Local authority	Worcestershire
Inspection number	953736
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	79
Name of provider	Redditch Young Men's Christian Association Limited
Date of previous inspection	06/03/2012
Telephone number	01527 65668

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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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