

YMCA Nursery

Hilton Street, Ashton-in-Makerfield, WIGAN, Lancashire, WN4 8PD

Inspection date	11/03/2014
Previous inspection date	18/03/2010

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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. As a consequence, children make good progress in their learning.
- Leadership and management is good. The management are proactive in improving the practice and services of the nursery. There is a strong focus on self-evaluative practice.
- Staff have a secure understanding of effective safeguarding practice. All staff attend regular child protection training to refresh their knowledge.
- Parent partnerships are strong. Parents are involved in children's assessment and learning, which ensures that children's needs are well met.

It is not yet outstanding because

- Children are not always given enough time to think about how to respond to questions and at times staff use language that is not always age appropriate. This does not support children's communication and language development to the very optimum.
- Staff do not yet have the opportunity to undertake peer observations, in order to share good practice with one another.

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 children at play throughout the inspection.
- The inspector spoke with children, grandparents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and undertook a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the providers self-evaluation and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

YMCA Nursery was registered in 2005 and is on the Early Years Register and both parts of the Childcare Register. It operates from the Youth and Community Centre in Ashton-in-Makerfield and is operated by Ashton, Wigan and District YMCA. There are five purpose planned areas used for the children, who attend full and sessional care, with additional use of an area on the first floor for creche and out of school activities. There are multiple enclosed areas for outdoor play. The nursery employs 25 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds an appropriate early years qualification at level 5, five hold appropriate early years qualifications at level 4, 14 hold qualifications at level 3, one holds a qualification at level 2 and three members of staff are unqualified. The nursery opens Monday to Friday all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 125 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from local authority advisors.

What the setting needs to do to improve further

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

- extend practice when questioning children, by using age-appropriate language and by giving children enough time to think through their ideas and respond, in order to support children to make the best possible progress in their communication and language development
- enhance the professional development of staff through sharing examples of good practice and sharply focused evaluations, for example, through peer observations.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide well-planned activities based on children's interests and developmental stage. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. As a result, children gain the necessary skills in readiness for school. Staff undertake regular observations of children as they play, which supports the identification of children's next steps in learning. Planning is based on children's interests and developmental needs and offers stage-appropriate challenges for children. This engages children in learning as their natural interests are being followed. For example, children

develop their critical thinking and problem solving skills as they consider how to transport sand in different ways in the outdoor area. This develops into children mixing sand and water together and exploring capacity. Children use different containers and independently discuss the concepts of 'full' and 'empty'. All children are engaged in learning, and activities are differentiated according to age and stage of development. For example, babies explore different textures during sensory play, toddlers play age-appropriate games using a computer and pre-school children use construction resources to build a variety of structures. As a result, children are making good progress.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge to support learning. For example, children play with a set of number cards depicting pictures of clapping and hopping. Staff ask children to identify the numerals on the cards, place the cards in the correct number sequence and then complete the correct number of actions.

Staff follow children's interests and revisit learning so that children's understanding is enhanced. For example, staff initiate a discussion with children about a mini beast that they found in the outdoor area during the previous day. Children excitedly revisit the area to see if they can find the slug and ascertain if the food they left out has been eaten. Staff support learning well. For example, pre-school children access daily phonic sessions where they can explore different letters and sounds. Toddler children access 'toddler talk' sessions which support early communication.

Learning opportunities are interwoven throughout the day. For example, children enjoy playing 'cooking' in the role play area and staff pose questions such as 'What do you think sausages are made from?' and 'What is your favourite sandwich?' This develops into a discussion about food which tastes 'hot', such as chillies. Literacy skills are supported well. For example, children enjoy 'painting' the fence with water in the outdoors, using crayons and stencils, drawing on large sheets of paper and writing their name, which is incorporated into wall displays. Children with special educational needs are supported through a designated co-ordinator who works to ensure children's needs are well met. Children have individual education plans in place, staff attend regular review meetings with a range of professionals and staff ensure that any recommendations are carried out through the nursery provision. For example, children who receive support from a speech and language therapist are supported by staff following their individual learning programme. Children who speak English as an additional language are supported through close liaison with parents and staff using visual cue cards to aid children's understanding. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking. However, at times staff can use language that is not age appropriate and are too eager to answer their own question. This does not leave enough time for children to consider and verbalise their own response.

Partnerships with parents are strong and staff welcome parent contributions to improve the services that the nursery offers. For example, the nursery has recently introduced an optional uniform through the suggestion of a parent. Parents were consulted during the development stage of the uniform. Communication methods are good and include diary books, daily verbal feedback, newsletters and parents evenings. There are a variety of

ways that parents and staff work in partnership. For example, parents contribute to fundraising events and attend weekly 'stay and play' sessions. In addition, grandparents are welcomed into the nursery as they volunteer to help with Christmas festivities. Parents are involved in extending learning at home. For example, they undertake observations of activities children have enjoyed at the weekend, which are incorporated into 'wow moments' display boards. These support the celebration of children's achievements and milestones. In addition children take home a 'take home teddy' which involves parents writing a diary of which activities the teddy and child have undertaken over the weekend. Parents are involved in children's assessment through contributing to baseline assessments, the progress check at age two and children's development files. Grandparents were consulted during the inspection and were complimentary about the nursery. For example, they comment 'My grandchild is really happy here, he has settled in really well and the staff are very caring' and 'we are really pleased with my grandchild's progress, she has come on in leaps and bounds'.

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

An effective keyperson system is in place. Children start at the nursery on a gradual admission and are allocated a keyperson. This is flexible to children's needs and can be changed if children build up stronger relationships with another member of staff. The nursery operates an 'open door' policy which allows parents to visit at any time to speak with their child's keyperson should they have a query. Parents complete an 'all about me' document prior to children starting at the nursery. This provides an important link between parents and staff so that children's needs can be understood prior to admission. Staff are positive role models and interact with children at their level. For example, staff sit on the floor with children as they explore sensory materials, enthusiastically join in with children's play as they use the home corner and role model how to use resources. Staff are caring towards children and nurture their needs well. For example, children are quickly soothed if they become upset. This supports children's emotional well-being. Positive behaviour is appropriately encouraged through role modelling, setting expectations and giving consistent praise. Staff use a range of initiatives to support positive behaviour. For example, the nursery has a 'star of the week' and children are given stickers as they achieve personal milestones, such as using the bathroom independently.

Risk management is good. Staff undertake risk assessments and daily safety sweeps to identify and minimise hazards for children. Risk assessments cover multiple areas of the provision. For example, risk assessments are in place for children attending weekly swimming sessions, using the bathroom independently and using resources, such as scissors. Risk assessment is thorough and staff are vigilant in their every day practice. For example, staff check that gates are locked before children play outside and ask children to hang their coats on the fence when they become warm, and not over the gates. Staff discuss with children that gates need to be kept clear should they need to complete an emergency evacuation from the area. Staff follow procedures which support safety. For example, a visitors book is in use, visitor passes are worn, staff ensure that they open the front door to all parents and there are keycode entry pads to access each room. Children are building a knowledge of risk through the opportunity to take part in regular emergency evacuations of the building. Children's independence is supported. For example, children

are encouraged to access quality resources, initiate their own play and use cutlery appropriately at lunch time.

Children learn about healthy lifestyles through daily access to the outdoor area and music and movement sessions. In addition, pre-school children access weekly swimming lessons and take part in weekly physical education sessions. These sessions give children the opportunity to use age-appropriate gym equipment and to develop self-help skills when dressing and undressing. Children also take walks in the local environment. For example, children visit the local woods to collect natural materials. There is a designated cook who prepares fresh meals on the premises each day, catering for all dietary requirements. Children have the opportunity to discuss healthy lifestyles as they plant a variety of vegetables and herbs in a garden area. Supportive transitions are in place for children. As children move through the setting, staff meet to discuss children's needs and accompany children as they visit the next room to support their developmental stage. As children progress through the nursery and prepare to access the pre-school room, staff hold an 'open evening' which allows parents and staff to discuss children's learning. As children move to school, staff attend network meetings with staff from local schools. This is an opportunity to discuss children's learning needs, tracking progress and transition document. In addition, staff show photographs of local schools so that children become aware of their new school environments. These strategies help children prepare for change and readiness for school.

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

Staff have an effective knowledge of safeguarding practice and procedures. The management team are pro-active in ensuring staff have a high level of safeguarding awareness. For example, staff wear name badges, which on the reverse include contact telephone numbers for the local safeguarding board. This means that staff are aware of who to contact should they be concerned about a child's welfare. Staff are knowledgeable on the procedures that they should follow and attend regular child protection training to update their knowledge. Staff supervise children well and consequently, children are suitably protected. For example, the setting keeps thorough records of accidents, medication administration and attendance, which helps staff to protect children and promote their welfare. In addition the nursery operates a 'secure password' system which means that unknown adults are not able to collect children without first being verified by the staff and parents. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, induction processes are in place and references are gained prior to any new staff starting at the group. New staff are supported by room leaders and the manager offers support through 'on the spot' mentoring. Staff are further supported through regular appraisals and supervisions given by the management team. However, there is not yet a system in place to support staff in sharing good practice amongst themselves, for example, through a system of peer observation.

Staff have a good knowledge of how to support children in their learning and development. They role model how to use the resources, play with children at their level,

provide a running commentary and discuss prior learning with older children, which supports children's critical thinking skills. The management team monitor staff's practice daily and children's development files are audited on a weekly basis. The manager collates data through regular internal moderation, which gives an overview of where targeted support is needed. This information is fed back to staff so that any gaps in children's learning can be effectively supported. Staff training needs are discussed at appraisals and supervisions. Recently, staff have attended training on planning and assessment, letters and sounds, outdoor provision and child development. The impact of staff attending training is that staff are able to reflect and refresh their knowledge, which further enhances children's learning.

There are high levels of self-evaluative practice in place. For example, the manager attends regular meetings with the board's chief executive, nursery improvement plans are in place, action plans are developed, audits are completed, parent questionnaires are used and the local authority advisor offers regular support visits and annual moderation visits. These provide a targeted approach to identifying areas of strength and weakness in order to improve practice further. There are meaningful partnerships in place. For example, the setting works closely with community nursery nurses to complete the progress check at age two, local schools at times of transition and other providers through attending network meetings. Highly effective partnerships are in place with parents. As a result, all aspects of children's individual needs are purposefully met.

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	EY314359
Local authority	Wigan
Inspection number	954367
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	113
Number of children on roll	125
Name of provider	Ashton, Wigan & District YMCA
Date of previous inspection	18/03/2010
Telephone number	01942 274684

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Type of provision

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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