

YMCA King's Nursery

4 Silver Street, MALMESBURY, Wiltshire, SN16 9BU

Inspection date	15/07/2014
Previous inspection date	07/11/2013

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 plan a wide range of activities and experiences which interest and challenge children. This supports children to make good progress in their learning.
- The key person system works well to support children's personal, social and emotional development. Consequently, children are happy, settled and enjoy learning through play.
- Positive partnerships are in place with parents, helping them to support their children's learning and development at home.
- Staff encourage children to become independent, which helps to prepare children for their move into school.

It is not yet outstanding because

- Staff do not always make the most of opportunities such as meal times, to engage children in discussions that will help to develop their knowledge further of leading lifestyles.

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 held discussion with managers, staff and children.
- The inspector held discussions with parents and took into account their views.
- The inspector offered the management a joint observation.
- The inspector looked at equipment in and outdoors.
- The inspector sampled a variety of documents including policies and staff files.

Inspector

Gina Chamberlain

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 the compulsory and voluntary parts of the Childcare Register. There are currently 53 children attending in the early years age range. 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, 51 weeks of the year. The nursery receives funding to provide free early education for children age two-, three and four years. There are 14 members of childcare staff employed, all of whom are qualified to at least level 3. In addition, two members of staff hold level 4 qualifications and the manager has Early Years Professional Status.

What the setting needs to do to improve further

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

- further extend opportunities to develop children's knowledge and understanding of leading healthy lifestyles.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. This helps them to plan a range of activities and experiences which support what children need to learn next. Staff gather information from the parents at the start of each new care arrangement, which helps them to identify children's current interests, skills and abilities. This helps to plan familiar activities as children settle in. Staff regularly observe children and use this information to plan appropriate activities to support children's next steps in their learning. Regular assessments help to monitor the progress children are making. Children's learning journals reflect well planned and purposeful activities that help children to make good progress in their development. Parents are aware of who their children's key workers are and have access to their child's learning journals at any time. They also receive regular opportunities such as parent's evenings to discuss their children's development. Consequently, children are ready for the next stage in their learning.

Staff in the baby room provide children with a range of toys that allow them to combine areas of development and sensory experiences, such as musical instruments and cars. Staff support children's early languages skills as they talk gently and calmly to those in their care. Key systems are put to good use as staff introduce games and rhymes that their key children particularly enjoy, using the opportunity to incorporate early number

language. Babies have access to a recently improved garden area which has an enclosed decked area with a section for ball and sand play. Staff take the babies out on regular walks, which provides opportunities for children to experience the wider environment.

Toddlers enjoy playing with activities that incorporate several areas of development. Staff's knowledge of the Early Years Foundation Stage ensures they make good use of equipment available and well-timed interactions with children during free play help to enhance their learning experiences. For example, as children play with the puzzles, staff encourage children to name the shapes. Staff support children to make connections and try out their ideas. For example, a painting activity using a salad spinner is extended by children suggesting that they could get patterns from using marbles and a tray. Staff acknowledge the idea and support children to try out their ideas. This helps to support children's confidence and self-esteem as they have their ideas acknowledged and tested out.

Pre-school children enjoy participating in themes from familiar children's fairytales. Staff plan a range of fun and educational ideas based around the story. For example, a woodland walk encourages children to develop their understanding of the plants and tree's which grow in the wood. Children are also encouraged to gather sticks to build a house when they return to nursery. Staff support another group of children to develop their mark making and literacy skills as they practice writing their names and colouring pictures of pigs. Staff support children to learn to use simple tools, such as scissors safely. Children cut skilfully around their pictures, and use their imagination's to bring the story to life using natural materials. Children continue to use their imaginative and social skills as they recreate the story.

Children who learn English as an additional language are well supported. Staff find out key words from children's home languages, which helps them to communicate with children when they first start. This helps children to settle and begin to form secure attachments to staff and their key person.

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

Well established key person systems are in place in all rooms helping children to feel safe and secure. Staff know their key children well and this helps them to settle quickly. Children feel comfortable with staff members as they regularly check in for a cuddle or to sit on their lap. Brightly coloured displays fill the walls in each room and include interests, photos and emotions of the children, helping to promote self-confidence and self-awareness.

Children are well stimulated and engaged throughout the day due to a mix of adult and child-led play and activities. This is reflected in the behaviour and confidence of children throughout the nursery. Independence is encouraged as children in pre-school use cutlery independently and help themselves to drinks throughout the day using a footstool to get water from the sink. Children in all rooms understand the need to wash hands before meal times and children in the toddler room take themselves to the sink before being reminded

by staff at snack time.

Staff display posters on the walls of healthy foods and plan activities, such as planting vegetables in the garden, encourage children to make healthy food choices. However, opportunities to extend children's understanding of leading healthy lifestyles are not extended. For example, staff do not make use of snack and mealtimes to discuss the foods that children are eating to support their understanding of the importance of eating healthy food and leading healthy lifestyles. Children have daily opportunities to play in the garden, where they have access to ride on toys, natural resources and a play house. Babies enjoy playing on the newly built decked area, which allows them to benefit from fresh air and supports the development of their physical skills. Staff regularly take children out for walks to the park and the local library. This helps the children to understand the importance of road safety, listening to instructions and holding hands to stay safe.

Children behave well. Staff use consistent and clear methods, such as badges, which have happy and sad faces on them. They show these to the children, which helps them to recognise when their behaviour needs modifying.

Staff have links with the local schools. They take the children on visits to the schools, where they watch older children performing plays. This helps children to become familiar with their new surroundings prior to starting. Staff celebrate children's move into school by holding graduation ceremonies, which parents are able to attend. This boosts children's confidence and helps to prepare them for the next stage in their education.

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

The manager has a good understanding of the legal safeguarding and welfare requirements, which she meets well. She ensures that all staff have regular opportunities to update their safeguarding knowledge. Therefore, staff know what to do should they have any concerns about children in their care. Risk assessments and daily checks are carried out daily, which helps staff to identify and minimise any potential hazards to children. This helps to provide a safe environment for children to play in.

There are robust measures in place for recruitment. All staff are checked through the Disclosure and Barring Service to ensure that they are suitable to be working with children. Staff ensure that any new member of staff who has not yet received their clearance is not left unsupervised with children. This helps to safeguard children. There is an induction procedure in place, which ensures that all new staff understands the policies and procedures and their own roles and responsibilities. Ongoing supervisions support staff's professional development and enable them to discuss any concerns they may have about children in their care. Room meetings and staff meetings provide opportunities for staff to discuss ideas for improvements and future activities.

The manager has successfully addressed areas for improvement made at the last inspection. The staff and external agencies, such as the local authority have worked

together to enhance the planning and the monitoring of the educational programmes provided for the children. Additional resources have been placed in the rooms, which provide children with greater choice of what they would like to play with. The outdoor play area has been adapted to suit the needs of all children and staff are now communicating better between each other, which has improved consistency of behaviour management.

Partnerships with parents are strong. Parent's talk of their confidence in discussing any concerns or thoughts with members of staff. Regular newsletters keep parents informed of events in the nursery and parent's evenings give parents an opportunity to discuss their child's development. There are links in place with the local authority, which provides staff with support and guidance. These links also enable children with special educational needs and/or disabilities to be referred to more specialist services should there be a need for additional support.

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	962584
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	53
Name of provider	Bath Young Men's Christian Association
Date of previous inspection	07/11/2013
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.

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