

Young Ones Nursery

34 Wood End Road, WOLVERHAMPTON, WV11 1NR

Inspection date

Previous inspection date

31/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- A dedicated staff team work extremely well together to provide a stimulating and enjoyable range of experiences to help children make good progress in their learning and development in readiness for school.
- Staff place a strong focus on nurturing children's personal, social and emotional development. This results in children who are happy, well settled and enjoy their time at the nursery.
- Staff establish warm relationships with parents and carers from the outset and share information effectively to help meet children's individual care, educational and welfare needs.
- Staff give high priority to keeping children safe and understand and use the numerous policies and procedures in place well to help safeguard children.
- The committed senior leadership team work well together and closely monitor the progress children make to help to continuously build on the existing good practice.

It is not yet outstanding because

- Staff in the toddler room do not always maximise the use of activities by incorporating opportunities for early literacy, mathematics and understanding of the world.
- Staff knowledge, such as the teacher's expertise is not always fully exploited to coach staff to enhance further the good quality teaching and learning.

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 playroom and the outdoor play areas.
- The inspector held a meeting with the manager, deputy, early years teacher and registered individual and carried out a joint observation with the manager.
The inspector looked at children's assessment records, planning documentation, their self-evaluation form, evidence of the suitability of staff working within the nursery and a range of other documentation.
- The inspector took account of the feedback from parents and carers spoken to on the day of the inspection and noted in parental satisfaction surveys.

Inspector

Parm Sansoyer

Full report

Information about the setting

Young Ones Nursery opened in 2002 and re-registered under the current ownership in 2014. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It runs from detached premises in Wednesfield near Wolverhampton. Care is offered in base units according to children's age and ability, over two floors, with use of an additional baby unit to the rear of the premises. There are enclosed outdoor play areas. The nursery opens Monday to Friday, for 51 weeks of the year; from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 78 children on roll, all of whom are in the early years age group. The nursery is in receipt of funding for the provision of early years education for three- and four-year-old children. There are 22 members of staff working directly with children. Of these, 19 hold a qualification at level 3, two are unqualified and two have Qualified Teacher Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- use activities in the toddler area to build more consistently on children's learning in early literacy, mathematics and understanding the world
- share staff expertise, such as that of the qualified teacher, to coach staff in order to enhance further the good quality teaching and learning.

Inspection judgements

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

Teaching is good because staff place a clear emphasis on using a mix of adult-led and child-initiated activities for children to explore and investigate. Staff caring for younger children give children the space to explore at their own leisure and to try new experiences with support, to help prepare them for their next stage of learning. Staff caring for children over three years place a good focus on children actively learning in preparation for school, by making teaching and learning fun. The strong focus on promoting children's personal, social and emotional development means children are happy and confident. Consequently, they show sustained levels of interest in their chosen activities. Staff make regular observations of children's play, learning and interests. They use this information well to plan adult-led activities for their assigned key children. Effective partnerships with parents and carers from the outset and throughout their child's stay results in good outcomes for children attending. This two-way flow of information means there is good support for children's individual educational needs and helps identify and reduce any gaps in their learning. Parents play an active part in their children's learning, for example, staff

provide soft toys for children to take home. These soft toys are popular with parents, carers and children. They are returned to nursery with photographs and an account of what children have been doing. These are then used as a starting point for discussion.

Staff place a strong focus on increasing children's communication and language by introducing new words, concepts and ideas and by asking challenging questions to make children think. Staff caring for babies use touch, voice, facial expressions and gestures very well to communicate with them. Staff support babies extremely well to take full advantage of the wide range of opportunities made freely available to them, both indoors and outdoors. Staff support children's physical development very well, for example, babies use the outdoor area and sensory room whenever they choose, during the day. Older children have daily opportunities to use the physically challenging outdoor area. For example, children confidently use wheeled toys, climb and balance on the fixed play equipment and use small physical play equipment to test and extend their physical skills. Children have meaningful experiences to learn about the natural and wider world. For example, children have use of the allotment and care for green beans, potatoes, raspberries, tomatoes and gooseberries. Staff use herbs in the garden for children to explore using their senses. For example, staff, including those caring for babies, use the mint leaves for children to smell. Children learn about their own and other families and traditions. For example, children bring in photographs of their families and pets to share with each other.

In general, staff provide good opportunities for early literacy and mathematics. For example, children recognise their own and others names as they self-register on arrival and find their name cards at snack time and lunch. They learn to recognise the days of the week and month of the year as they complete the board at registration and enjoying recognising numbers and linking letters and sounds. The pre-school children also benefit from a weekly session with the early years teacher. She supports children's learning in literacy and mathematics. She places a good focus on supporting those children who need the extra help in readiness for school. For example, her expertise has been used to ensure the outdoor area includes print and numbers in the environment so children are able to refer to these in their self-chosen play. Staff provide a good range of opportunities for children to use writing materials in their play. Staff plan daily opportunities for all children regardless of their age to explore a variety of materials, tools and techniques to explore colour, design and texture. For example, babies thoroughly enjoy exploring the rice, dried spaghetti and cereal. Older children freely access resources, such as the paint, sand, water and arts and crafts at their own leisure to explore and create. However, staff caring for the toddlers do not always maximise the learning potential by incorporating opportunities for early literacy, mathematics and understanding of the world, to consistently build further on the learning of the more able toddlers.

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

Children and their parents and carers are welcomed into a warm and friendly space. It is clear to see that promoting children's personal, social and emotional development and nurturing a positive relationship with them is staff's first priority. Staff show a genuine

interest in children and the assigned key-person system is very well established to ensure that children's care is tailored to meet their individual needs. Children are happy, develop strong bonds with staff and increase their independence as they decide for themselves what to do. Consequently, they show a real sense of belonging.

Children are well behaved and respond well to gentle reminders of how to care for each other and the resources. Staff incorporate good opportunities for children to learn about staying safe and healthy. For example, they have visits from the police and fire brigade to reinforce messages about safety. In addition, children learn about the importance of a healthy diet and exercise. They know why they should use sun protection, wear their sun hats and drink plenty of water if the weather is warm. All areas are kept clean and hygienic to prevent the spread of infection and meals are healthy and nutritious. Staff use good quality resources and the environment is safe and well maintained to meet the planned goals in learning.

Parents and carers spoken to on the day and parental satisfaction surveys indicate they are clearly impressed with the service offered. They report their children are happy and that staff create an environment where they feel happy to leave their children. They feel staff have a genuine interest in the well-being of their children. The transition system from one room to another is managed very well, which results in children who are positive about their new experiences and keen to move rooms. The nursery works well with the local schools to help children prepare for moving on. They also share information with class teachers, so they get to know children before they join their classes.

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

There are good arrangements in place for the safeguarding of children. Staff recruitment practices are robust to ensure all staff are vetted and that they are suitable to work with children. There is a thorough induction procedure in place for all new staff to ensure they are clear about their roles and responsibilities and understand the policies and procedures in place to protect children.

The senior leadership team consists of the two registered individuals, the manager, deputy and the qualified teacher. They all have clear roles and responsibilities. This results in well-monitored educational programme, which provides a broad range of experiences across all areas of learning. There are strong systems in place to monitor children's overall progress and ensure timely interventions to help reduce any gaps in learning promptly. Staff benefit from regular supervision by the management team. They make observations on staff to assess the quality of teaching and regularly audit children's observation and assessment profiles. This results in practice, which is consistently good and provides targeted support for staff to build further on their skills. However, the management team do not make full use of the expertise available to them, particularly from the qualified teacher, to build on and guide the good practice of all staff. The senior leadership team meet regularly together and with the staff team. They have clearly identified the strengths of the nursery and there are clear, well-focused improvement plans in place, to help

further build on the good practice.

The website, prospectus, newsletters and informative displays keep parents and carers up to date about the nursery and the service provided. Parents and carers receive detailed summary reports about their children's progress and achievements and are encouraged to be involved in their children's learning. There are effective systems in place to work with other professionals involved with children, when the need arises, to help support their learning and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY475328
Local authority	Wolverhampton
Inspection number	954204
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	78
Name of provider	Young Ones Nursery School Ltd
Date of previous inspection	not applicable
Telephone number	01902733566

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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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