

YMCA Day Nursery Portsea

Union Street, Portsea, Portsmouth, Hampshire, PO1 3BY

Inspection date

Previous inspection date

22/09/2014

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

- Staff are supportive of all children and respond appropriately to their individual needs. They interact positively with the children and build good relationships with them. As a result, children are happy and feel safe and secure.
- Children are well supervised and staff demonstrate a good knowledge of safeguarding. Consequently, staff protect children from harm.
- The partnership with parents and outside agencies is effectively managed as staff share relevant information regarding children's individual needs, ensuring that their needs are met.
- The nursery is well led and managed. Effective self-evaluation means that the staff continually reflect on, and improve further, the good service they provide for children and their families.

It is not yet outstanding because

- Staff are not consistently rigorous in collecting information about children's prior learning, skills and abilities to inform their planning when children first start.
- Children have fewer opportunities to explore and use toys and resources that reflect equality and diversity in society.

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 spoke to staff and children present and observed activities taking place both indoors and outdoors.
- The inspector looked at documentation, including policies, procedures and children's learning records.
- The inspector spoke to parents and took account of their views.
- The inspector carried out a joint observation with a member of staff.

Inspector

Clare Leake

Full report

Information about the setting

YMCA Day Nursery Portsea registered in 2014. It is situated in the Portsea area of Portsmouth. The nursery is situated within the grounds of St. George's Beneficial School. The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery operates from 7:30am until 6pm for 51 weeks a year. There are 13 members of staff, including an administrator and a qualified nursery manager who is responsible for day-to-day organisation of the provision. In addition, eleven staff work directly with the children, all of whom hold a recognised Early Years qualification except for one who is currently undergoing training.

What the setting needs to do to improve further

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

- improve systems of gathering information from parents about children's skills and abilities when they first start, and consistently use this information to enhance planning of activities and experiences from the outset.
- increase the range of toys and resources available to children which reflect differences, to further encourage children to value and respect diversity.

Inspection judgements

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

Teaching is good and children are making good progress in their learning and development. This is because staff have a secure knowledge and understanding of the Early Years Foundation Stage and the seven areas of learning. Children's feeling of security and involvement within the nursery is encouraged through a gradual settling-in process. Staff take time to get to know the children and their families which ensures all children's individual needs are met, and children enjoy their time at the nursery.

Each child has a learning journey that includes examples of work and photographs of children's achievements. Staff carry out regular observations on the children, assessing them in order to identify children's next steps in learning. These identified next steps inform the planning of future activities, which helps to ensure that these are meaningful to children and reflect their stage of development. Staff complete the required progress check for two-year-old children. Staff ask parents to complete an information sheet when children first start. This includes details of the children's interests, care needs and routines. However, this does not always include information about what children can already do so that staff can immediately plan activities and experiences from the outset.

Children demonstrate secure relationships with staff interacting with them and sharing ideas. Older children are confident talkers and are happy to share their thoughts with others, initiating purposeful conversations. For example, children tried to make a set of scales balance, and suggested that they may need to remove some of the objects to do so. Staff supported children during this task using skilful questioning techniques asking children what they thought needed to happen to enable the scales to balance. Staff promote children's early investigation skills through the use of resources, such as a water spray bottle used to make a spider's web more visible. Staff extend children's communication and language skills well by asking questions to encourage children to think. For example, children suggested that several wooden blocks could be made into a train, and staff asked them about how they could create it and what further resources would be required. Children are developing a good range of physical skills and they enjoy spending time in the fresh air. This is because there are opportunities to climb, jump, roll around and explore with mud. Babies and younger children enjoyed climbing on soft bricks and going up and down a small slide. Staff plan a good range of mathematical activities to teach children about colour, number, size, shape and measurement. Toddlers tip and pour sand between vessels, and babies post shapes and stack bricks. Staff support children's mathematical development by asking whether wooden blocks are long, wide, tall or short. This helps children to understand mathematical language and introduces new vocabulary.

All children are welcomed and valued. Staff recognise children's individual learning styles and adapt their practice to meet the needs of children with special educational needs and/or disabilities. Staff support children who are learning English as an additional language well developing individual plans for them that support learning in all areas. Hence, all children make good progress, given their starting points and individual needs.

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

Staff promote children's personal, social and emotional development successfully. Each child has a key person who is responsible for overseeing their care, welfare and learning needs. Parents share information about their child's activities and routines to help staff promote continuity in their care and learning. Children settle gradually and caring staff provide them with constant reassurance. The entrance hall contains a good range of information and displays for parents, which helps all children and their families to have a sense of belonging.

Children are well behaved as staff apply boundaries consistently. Staff are positive role models and give clear guidance on what is acceptable behaviour. Staff encourage children to develop their independence skills and encourage children to make their own decisions. For example, children make choices on what they wish to play with from the wide range of toys and resources. Staff store these at child height so they are accessible at all times. However, there are few resources available representing individual differences in the wider world. This does not fully support children's understanding of race, culture and disability. Nevertheless, children are beginning to develop an awareness of the world because staff discuss different cultures and festivals. The nursery is warm, welcoming and well

organised promoting children's emotional well-being effectively. Babies and young children have ample space to practice moving around in different ways to promote their physical development. Staff are well deployed and supervise the children well. This gives children the freedom to explore and investigate their surroundings safely.

Children are beginning to learn about healthy lifestyles. They demonstrate a clear understanding of washing their hands and have access to good facilities where they can independently manage their toileting needs. Younger children have their nappies changed in a well-stocked changing area; staff promote this experience by singing to the children while changing them. Staff promote a healthy and balanced lifestyle for all children across the nursery. Healthy snacks and drinking water are available throughout the day, as well as a cooked lunch and a high tea. Older children independently serve themselves lunch, snacks and drinks, and this helps to promote their self-confidence and self-esteem. Children are acquiring the skills they require to move onto their next stage in learning, such as school.

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

The management and staff team demonstrates a secure knowledge and understanding of safeguarding children. They liaise with other agencies effectively to ensure that all children remain safe. The management team holds regular staff meetings to discuss safeguarding procedures, including whistleblowing. This helps to keep staff up to date. Recruitment and selection processes are robust and management completes suitability checks on all staff to ensure they are suitable to care for children. Thorough induction procedures ensure that all staff are aware of their roles and responsibilities. Management carry out risk assessments to identify potential risks within the indoor and outdoor environment. Staff are vigilant to keep children safe; they complete daily visual checks and ensure doors and fences are secure. Regular emergency evacuation practises take place with the children to ensure that they are fully aware of the procedures to follow in the event of an emergency.

The leadership and management of the nursery is good and management have a good understanding of the requirements of the Early Years Foundation Stage. The management team is aware of changes that they must notify to Ofsted. Although the manager is new to her role, she values the importance of continuous improvement. She demonstrates a strong commitment to improve the quality of care and teaching using reflective practice and implementing action plans with her staff. Staff receive ongoing support through one-to-one supervision meetings. This helps to identify any areas of concern so they can be addressed immediately.

Partnerships with other professionals are strong. The nursery works well with external professionals, such as speech and language specialists, in order to help children who require extra support. Parental partnerships are strong. Staff spend time with parents at the beginning and the end of the session, discussing each child's individual needs and achievements. Parents speak highly of the care they and their child receive. They value the input from staff and the progress their child is making in their learning and

development. Parents comment that their child, 'Loves coming here and has a lovely time.' Staff support children's transition to school well. They organise visits, talking to the children about changes in routines and provide items for role-play activities, such as school uniforms. This makes the process less daunting and prepares children for the next stage in their lives.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY477706
Local authority	Portsmouth
Inspection number	971812
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	43
Name of provider	YMCA Fairthorne Group
Date of previous inspection	not applicable
Telephone number	02392 865355

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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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