

# Redditch YMCA Pre-School and Nursery

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

<b>Inspection date</b>	14/01/2015
Previous inspection date	11/02/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 complete regular and precise assessments of children and use these effectively to plan suitably challenging activities. Consequently, children make good progress.
- The staff have a good understanding of their responsibilities to safeguard children and keep them safe. They regularly undertake safeguarding training to ensure their knowledge is updated.
- The strong partnerships with parents, based on effective communication and established relationships, result in children receiving a consistent approach to their care and learning.
- The nursery is managed well. Expectations are high and there is a strong commitment to developing a high quality provision for the benefit of the children attending. As a result, children's learning experiences continually improve.

### It is not yet outstanding because

- Staff miss some opportunities to support children who speak English as an additional language to help them share their home language with each other.
- Staff do not always take full advantage of the opportunities in everyday situations to support younger children to understand what is expected of them.

## 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 three playrooms and the outside learning environment and carried out a joint observation with the manager.
- The inspector spoke with children and staff throughout the inspection and held a meeting with the manager and regional manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, looked at children's assessment records and planning documentation, the nursery's self-evaluation and discussed the development plan.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety and took account of the views of parents spoken to on the day and looked at recent parent questionnaires.

## Inspector

Karen Cooper

## Full report

### Information about the setting

Redditch YMCA Pre-School and Nursery opened in 1978. It operates from a self-contained nursery unit within Willow Trees 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 80 children on roll in the early years age group. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. It receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff, of whom 14 hold appropriate early years qualifications at level 3 and above. Of these staff, four are qualified to degree level and one at level 5. The nursery receives support from the local authority advisory team.

### What the setting needs to do to improve further

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

- increase opportunities to fully support children who speak English as an additional language, for example, by providing dual language books in their home language
- plan an environment that is rich in pictures, symbols and notices that take into account children's different understandings, such as using visual time tables so that children gain a better understanding of what is expected of them throughout the daily routine.

### Inspection judgements

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

Children's learning and development are effectively promoted because staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. Staff take into account what children already know and can do from their initial assessments and discussions with parents when children first start to attend. They carry out regular observations and assessments of children's learning across the seven areas and make good use of this information to plan starting points for each child's next stage in learning. As a result, children make consistently good progress towards the early learning goals. Children's individual development is tracked to ensure staff can identify any gaps in children's learning and plan for children's next steps. Staff demonstrate a secure understanding about the progress check for children aged between two and three years, ensuring this is carried out in a timely manner and shared with parents. There are a range of strategies in place to encourage parents to share information about their child. For

example, communication books, handover sheets and a display in the pre-school room encourage parents to add comments or observations from home. Staff provide parents with information about activities within the nursery, to encourage them to further support and extend their children's learning at home. As a result, parents receive a clear picture of where their children are in their learning. There is a good understanding of adult-guided and child-led opportunities. However, there are times when staff do not always take full advantage of the opportunities to explain the daily routine in ways that help support younger children to understand what is expected of them.

Babies and young children receive close and supportive attention, which gives them the confidence to explore their surroundings. They respond with bright, enthusiastic smiles and gurgles as staff talk and play with them, which help to develop their early communications. All staff use good running commentary during activities and they play and interact well with children. They encourage younger children to repeat simple words and sounds and praise children for their efforts, which help to support their self-confidence. As a result, children who speak English as an additional language are able to use their emerging English vocabulary to communicate effectively with others. Books are readily available for all children. They choose books to look at independently or with staff in the relaxing book area. This means that children are fostering a love of books from an early age. However, children who speak English as an additional language do not always have access to additional resources, such as dual language books, to help them share their home language with each other. Songs and rhymes feature regularly in all rooms of the nursery. As a result, children are developing their listening and attention skills.

Young children develop their balance as they walk along beams and use stepping stones. They have great fun joining in organised games, such as 'we are going on bear hunt'. In addition, older children benefit from weekly sports sessions, which support their physical development well. Children enjoy exploring their senses as they use a range of resources, including salt dough, clay, ice, paint, sand and water. They have many opportunities to develop their mark making skills. For example, younger children have great fun using their fingers to paint and older children use weather cones to make marks and patterns. Through daily routines, children's mathematical skills are promoted well. For example, children are encouraged to join in with number rhymes and show increasing skills as they post shapes into sorters, which the staff skilfully extends further, by teaching them to count out loud and to recognise size and colour. This means that children are prepared well for the next stage in their learning, such as attending school.

The staff teach children about festivals that are celebrated throughout the world, such as Diwali and Chinese New Year. In addition, children use a range of toys that help them to learn that they have similarities and differences that connect them to, and distinguish them from, others. Children handle interactive toys, complete puzzles, use construction toys and information and communication technology equipment to support their learning. They enjoy using their imaginations during role play and regularly take part in craft activities. For example, older children enjoy creating pictures of snowflakes with paint after talking about the frost and snow that the saw earlier in the day. Their confidence to experiment is further supported as they are praised for their achievements and the staff take a real interest in what they are doing. This means children's personal, social and emotional development is effectively promoted.

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

Staff greet children and parents warmly when they arrive at the nursery, which creates a friendly and welcoming atmosphere. Children form positive and warm relationships with the staff and each other. They develop close bonds, particularly with their key persons, who are attentive towards their needs and children respond very positively and approach them confidently for support or to join in with their play. Relevant information collected at the onset of the placements ensures the smooth transition between home and the nursery. Settling-in routines are also tailored to meet each individual child and their family's needs and this ensures that children are emotionally secure as they start in the nursery and move through each age group. Staff also work sensitively with parents as they manage routines, such as sleep times and potty training, to ensure consistency of care is provided. When children move between different rooms in the nursery, key persons support these transitions well. Children enjoy several settling-in sessions to help them become familiar with the new environment and staff members. When children permanently move to their new room, staff receive their assessment records to help them provide specific activities to support children's individual learning needs right from the start. Parents know who their child's key person is and feel able to discuss any issues they may have with them. The move to school is managed through a good partnership with the local schools. Teachers are invited to visit children in the nursery to get to know their individual needs. This supports children to be emotionally ready for school.

Staff are positive role models for the children, reinforcing good manners and showing care and consideration for others. They listen to the reactions of babies and respond to these promptly, which encourages them to feel valued. Older children learn about boundaries and expectations and start to form friendships. They discuss the nursery's golden rules and learn to use kind hands, share and to take turns. This helps to promote children's social skills and supports them as they prepare for the next big steps in their lives. Children benefit from a nurturing environment where they can play in safety. They confidently move around the available space and make choices about their play from a range of good quality toys and resources that appeal to them. Playrooms are effectively organised into the different areas of learning. This means children are provided with challenges and a variety of experiences to capture their interests.

Children's good health is promoted through daily routines. They know about good hygiene as the staff remind them to wash their hands after toileting and before eating. Older children are independent and younger children are supported sensitively as they develop health and self-care routines. Children bring their lunch from home and staff encourage parents to provide healthy options. Menus are produced to give parents information about snacks and fresh water is available for children to independently access to ensure that they remain hydrated. Children's specific health, dietary needs and allergies are well-documented and understood by the staff. The staff teach children to manage risks through their daily routine and activities. For example, they regularly practise the emergency evacuation procedure with them and discuss road safety, such as how to cross the road safely. This helps children behave in ways that are safe for themselves and others and, because of these good practices, the staff are promoting children's safety at

all times. Children are provided with plenty of robust exercise and fresh air and benefit from daily outdoor play. As a result, they have many opportunities to be active.

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

The staff team has a good understanding of the requirements of the Early Years Foundation Stage. Robust recruitment procedures are in place, which ensures adults working with the children are suitably checked. Staff have received safeguarding training and know the procedures to follow should they have a concern about a child in their care. They understand the procedures to follow if an allegation were to be made against a member of staff. In addition, the manager ensures that a clear log is maintained of any incidents and of any concerns in relation to the children or to staff conduct. Children play in a safe and secure environment because staff give children's safety and well-being high priority. The manager ensures that correct ratios of adults to children are always maintained and has effective risk assessment procedures in place to identify any hazards in the environment. Staff also conduct daily checks on the premises to ensure that resources are safe and suitable for children to use. Accidents are dealt with appropriately and completed forms are shared with parents. The vigilance of staff, consistent supervision of children and good security systems, such as clear procedures to ensure children are collected only by authorised people, ensure that children are kept safe from harm.

Successful leadership and management of the nursery mean that staff support children's needs well. The regional manager supports the manager effectively in monitoring the effectiveness of the nursery, helping to ensure staff follow the policies in practice. The nursery team are well-qualified and the management team continue to support staff's ongoing professional development. This means that the staff's skills are extended and continuous improvements are made to practice. The management team demonstrate a real drive and commitment to providing high-quality care and education for children and this attitude is apparent throughout the nursery. Strong partnerships with the local authority advisors are developed, enabling managers and staff to continually review the effectiveness of their practice. They have embraced the mentoring support set up by the local authority to guide the development of the nursery. As a result, previous actions and recommendations have been successfully addressed, for example, staff are well-supported through regular supervision meetings and ongoing appraisal procedures and there is an effective assessment system in place to monitor and plan for individual children's progress. In addition, through regular meetings and a clear action plan the management team have implemented, they are able to monitor the educational programme and track the overall progress children make.

Partnerships with parents, external agencies and other providers are well-embedded. Staff have developed good links with the community centre, speech therapist and local schools and are working closely with the local authority advisory team. Information is shared about the children's progress at the nursery to enhance children's learning in other settings and ensure continuity of care and learning. Parents are complimentary of the nursery staff and refer to their approachability and caring and friendly nature. They

comment on the range of activities that their children join in with and also their children have made good progress.

## 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

<b>Unique reference number</b>	EY338265
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	966950
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Redditch Young Men's Christian Association Limited
<b>Date of previous inspection</b>	11/02/2014
<b>Telephone number</b>	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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