

YMCA Little Fir Tree Nursery

River Mead School, Lowbourn, Melksham, Wiltshire, SN12 7ED



Inspection date	16 November 2016
Previous inspection date	30 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff have a good understanding of how children learn. They provide a wide range of stimulating and challenging activities indoors and outdoors. All children make good progress from their initial starting points.
- The manager and staff are good role models for children. They consistently support positive behaviour and children are kind and tolerant. Children work well together, look after each other and are proud of their achievements.
- Partnerships with parents are strong. Parents receive regular information about their children's learning and how this could be supported at home. Parents comment that they appreciate the care that children receive and are proud of children's achievements.
- The manager leads the nursery well and is supported by an experienced management team. The manager has successfully addressed the areas for development identified at the last inspection. She evaluates all aspects of the nursery to support continued improvements and raise outcomes for children.

It is not yet outstanding because:

- On occasion, some staff are too enthusiastic to provide answers to questions before giving children the opportunity to think and respond for themselves.
- Staff do not recognise some opportunities for younger children to extend their interests and learn as much as possible from the good activities they provide.

What the setting needs to do to improve further

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

- enhance opportunities for children to think and respond when staff ask questions, to help them express their views and ideas and extend their learning as fully as possible
- support children's own interests more consistently, making use of opportunities that arise from the daily activities.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, staff suitability checks, the self-assessment information, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the management team and the nursery manager.
- The inspector completed a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from written feedback.

Inspector

Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager and staff keep up to date with changes in legislation. They fully understand their responsibility to respond to any concerns about a child's welfare. The manager follows rigorous recruitment and induction procedures to help ensure all staff are suitable for their role. The manager monitors and tracks all children's progress. Interventions are quickly put in place for any identified gaps in learning. The manager supports all staff in their roles. For example, they have regular team meetings, appraisals and observations of their teaching to help improve performance. The manager and staff are well qualified. The manager seeks out and provides training for all staff. For example, staff confidently talk about the positive impact behaviour management training has on their practice and on children's outcomes. The manager has established links with other professionals to help ensure continuity in care.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning. They plan activities well to help children achieve the next steps in their development. Overall, children's language development is supported well. For example, staff model new words such as 'negotiate' and 'spatial' with older children. They use singular words with the younger children and gradually encourage them to extend on this. Children of all ages develop a love of books and are imaginative in their play. For example, older children become 'space rangers', while younger children enjoy carrying their handbags and talking on the toy phone. Children test out their early design skills. For example, they build assault courses with wood and experiment with sound and vibration using pipes.

Personal development, behaviour and welfare are good

Children show that they are emotionally secure and have established close bonds with the staff that care for them. Children gain independence and learn about healthy lifestyles. For example, younger children pour their own drinks, and older children discuss healthy food groups and 'germs'. Staff support children's physical development well. All children access the outdoor play areas daily. Staff talk to all children about risks and how to keep themselves safe. Children learn about the world and the festivals celebrated by others, which contributes to their growing understanding of diversity.

Outcomes for children are good

All children are prepared well for the next stage of their learning and for the eventual move on to school. They are confident and make good progress in mathematics. For example, older children count, sort, match and measure items. Younger children identify numbers as they build. All children develop their early writing skills. For example, younger children make marks with chalk and older children confidently write their names.

Setting details

Unique reference number	EY366702
Local authority	Wiltshire
Inspection number	1062125
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	56
Number of children on roll	75
Name of registered person	YMCA Bath Group
Registered person unique reference number	RP904153
Date of previous inspection	30 May 2013
Telephone number	01225 709 594

YMCA Little Fir Tree Nursery operates from within the grounds of River Mead School in Melksham, Wiltshire. The nursery employs 17 members of childcare staff. Of these, one holds qualified teacher status and 15 hold appropriate early years qualifications between level 2 and level 6. The nursery opens Monday to Friday, from 8am until 6pm, for 51 weeks of the year. It receives funding to provide free early education for children aged two, three and four years.

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