

YMCA Beginnings Day Care



Beginnings Day Care Ltd, Park Springs Road, GAINSBOROUGH,
Lincolnshire DN21 1NY

Inspection date	29 August 2018
Previous inspection date	18 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The manager provides strong leadership. The provider and the manager are passionately dedicated to ensuring they meet the needs of the children and families that attend the nursery. They serve a diverse section of the community and as such, their ethos is to provide the best possible care and learning for the children they look after.
- Additional funding is thoughtfully targeted and used creatively to close any gaps in children's learning.
- Qualified staff use the information they obtain from observations effectively to assess what children know and can do, and plan for what they need to learn next.
- Children have strong and secure emotional attachments to staff. They get to know children's individual personalities well. Children demonstrate excellent confidence and have good levels of well-being.
- Children's behaviour is good. Staff gently remind children of rules and boundaries as they play, providing explanations to help them understand how some of their actions might make others feel.
- Partnerships with parents are strong. Staff work closely with them to share information about their children's care and ongoing learning. Parents and staff work together from the outset to identify children's starting points.

It is not yet outstanding because:

- Although the manager is committed to continuous improvement, the views of parents are not yet fully included in the self-evaluation of the nursery.
- The manager has not fully developed the use of information about the progress of groups of children to precisely target interventions.

What the setting needs to do to improve further

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

- include the views of parents in the evaluation process to help identify further ways to improve the overall quality of the provision
- strengthen the use of information from tracking of groups of children to more precisely plan interventions to help maintain their good progress in learning.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff complete child protection training. They know how to identify signs which might indicate a child is at risk of harm and how to report any concerns about children's welfare. The manager has measures in place, such as passwords, if children are collected by other people. This helps to keep children safe. The manager has implemented robust vetting procedures which help to ensure that those who have access to children are suitable. Once employed, the manager ensures that all staff are familiar with the nursery's policies and procedures. There is a targeted, effective programme for continuous professional development. The manager carries out staff practice observations and staff supervision meetings to help promote and maintain the good quality of teaching and learning.

Quality of teaching, learning and assessment is good

Staff encourage children to experiment and problem solve as they try to see how far and how fast they can make their toy cars roll down guttering. Staff actively join in children's play and help promote their communication and curiosity for learning. For example, children and staff explore a mixture of cornflour and water. Children watch with fascination as the 'gloop' drips from their fingers. Staff explain, 'It looks like the dragon in our book, Room on the Broom'. Staff place a strong focus on helping children to develop their independence from an early age. They encourage younger children to, 'have a go' at putting their coat on before they gently support them. Older children serve themselves food at lunchtime.

Personal development, behaviour and welfare are good

Staff offer flexible settling-in periods to allow time for them and parents to share information about children's individual care needs and to build relationships. Children arrive happy and eager to explore the environment. They seek out their friends and freely choose to play indoors or outdoors throughout the day. Older children proudly wear the staff uniform top and push babies in their pushchairs until they drop off to sleep. This contributes to their sense of belonging. Children thoroughly enjoy being physically active in the outdoor environment. They confidently and skilfully negotiate an obstacle course of planks, tyres and crates. Staff work well in partnership with local schools. This contributes to children's successful transition in to school.

Outcomes for children are good

Children make good progress from their starting points in learning and gain key skills in readiness for their move on to school. They thoroughly enjoy exploring the marks they make using a range of media. For example, they use sponges, rollers and brushes made from leaves to create a large-scale painting. Children use their computer skills to find nursery rhymes and they sing along with enthusiasm and do the actions to the rhymes. Older children develop a growing awareness of technology and numbers as they enjoy using simple mathematical programs on a computer.

Setting details

Unique reference number	EY395902
Local authority	Lincolnshire
Inspection number	10064676
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	62
Number of children on roll	71
Name of registered person	Lincolnshire YMCA
Registered person unique reference number	RP909389
Date of previous inspection	18 November 2015
Telephone number	01427 679806

YMCA Beginnings Day Care registered in 2009. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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