

Inspection of YMCA City Tots

29-31 Temple Street, Wolverhampton, West Midlands WV2 4AN

Inspection date: 17 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Staff regularly observe children and use this information to set clear targets for their learning. They make sure that the activities they provide build on what children know and can do and incorporate their interests. For example, babies explore the sand and use spoons, jugs and soap dispensers to add water. They show a can-do attitude as they investigate how to get water out of the soap dispensers. Babies investigate further and splash with their feet in the water and sand mixture and then sit down in it. Toddlers explore the paint with their fingers and paintbrushes. They make marks with the paint on the paper and observe what happens when they mix colours together. Pre-school children are engrossed as they wrap objects to put under the nursery Christmas tree. They are motivated and persist in their attempts at using the scissors to cut the wrapping paper. Staff judge correctly when to intervene and offer advice and support. Children are extremely proud of their wrapped presents. They show them to staff and run to put them under the Christmas tree. Pre-school staff make sure that circle time provides children with regular opportunities to think and increase their knowledge. For example, children learn about the days of the week, the months of the year, the weather and begin to recognise numbers, letters and words.

What does the early years setting do well and what does it need to do better?

- The management team analyses the progress of individual and specific groups of children across all areas of their learning. They identify any gaps in children's learning and put plans in place to address these.
- The management team holds regular supervisory meetings with staff and identifies ways to help to support their professional development. This helps to ensure their teaching practice is consistently good.
- The management team provides training for all staff to extend their knowledge about new approaches to children's learning. This helps staff to reflect on their practice. As a result, staff have effectively changed the activities that they provide and the layout of the playrooms. The new curriculum places a particular emphasis on encouraging children to explore using their senses and to develop their creative skills.
- The support workers who provide individual care for children with special educational needs and/or disabilities (SEND) are enthusiastically committed in their role. They regularly liaise with the local authority adviser and other external agencies to co-ordinate additional support for those children with SEND. This means that staff are supported well to help these children make the best possible progress.
- The management team regularly seeks the views of parents, children, staff and the local authority advisers. This, and strong links with the local schools, helps to drive ongoing improvements that consistently maintain high-quality care and

education for all children.

- Staff have a high level of awareness of how to encourage children to develop strong emotional attachments. For example, they provide children with lots of attention, reassurance, encouraging smiles and cuddles when needed. This helps children to feel relaxed and secure and to engage in new experiences.
- Staff work well as a team and act as good role models for the children. They consistently encourage and praise children's good behaviour. Children behave well and show a high regard for one another.
- The cook provides children with nutritious and well-balanced home-made meals and snacks.
- Staff engage with parents very well. They make sure that parents are involved in the initial assessment of their child's stage of development and regularly share information about children's ongoing learning.
- Staff use a variety of strategies to support children's communication skills. For example, staff in all playrooms sing with children during group times and everyday tasks. This helps children to develop their listening skills and their understanding of language. However, some staff do not always fully encourage children to express their thoughts and ideas.
- The outdoor environment offers the younger children good opportunities to develop their climbing and balancing skills. However, staff do not focus strongly enough on encouraging the older more physically able children to fully extend their climbing or balancing skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs that may indicate that a child is at risk of abuse or neglect. They are very aware of the correct procedures to follow if they have any concerns about a child's welfare. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children. This helps to keep children safe and well. There are effective recruitment and induction procedures in place to ensure staff's suitability to work with children.

What does the setting need to do to improve?

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

- develop the use of techniques that encourage children to talk and express themselves, so that their language and communication skills are fully enhanced throughout the day
- provide the older more physically able children with further opportunities to develop their climbing and balancing skills.

Setting details

Unique reference number	EY272033
Local authority	Wolverhampton
Inspection number	10067004
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	57
Number of children on roll	88
Name of registered person	YMCA Wolverhampton
Registered person unique reference number	RP902504
Telephone number	01902 371 581
Date of previous inspection	28 January 2016

Information about this early years setting

YMCA City Tots registered in 2003 and is one of four settings managed by YMCA Wolverhampton. The nursery employs 14 members of childcare staff. Of these, one holds an appropriate qualification at level 4, nine hold appropriate qualifications at level 3 and three hold appropriate qualifications at level 2. 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.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- The inspector and the manager completed a learning walk across all the areas of the nursery to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the manager.
- The inspector held discussions with staff and evaluated how well they assess children's progress and plan for the next steps in their learning.
- The inspector held a meeting with the manager and the organisation's regional manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day.

We carried out this inspection 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.

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