

# Inspection of YMCA Greets Green

GREETS GREEN CHILDRENS CENTRE, Wattle Road, WEST BROMWICH, Sandwell  
B70 9EZ

---

Inspection date: 22 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled. They display a strong sense of belonging at this warm and nurturing nursery. Children form close relationships with the kind and caring staff. Older children are beginning to talk about their feelings and choose pictures, such as a happy or sad face, to demonstrate how they feel.

The curriculum provided is good and children progress well. Babies eagerly explore shiny pebbles and excitedly use their fingers to investigate textures, such as flour and water. Young children use their imagination as they pretend to be hairdressers. They brush staff's hair and extend their play as they find additional resources to use. Older children learn to take risks and to use resources safely. They carefully pour water from a china tea pot and make cups of 'tea' for staff and their peers.

During the COVID-19 pandemic, the nursery adapted their practice to ensure individuals remained safe and well. Leaders organised the move to school celebration to take place outside in a socially distanced way. This prioritised everyone's safety, while ensuring children's achievements were celebrated. Staff promote children's good health consistently well. Young children independently access the self-care station. They competently wipe their nose and place the tissue in the bin. Children learn how to stop the spread of germs, as staff remind them to count to twenty when they wash their hands.

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

- Leaders and managers are dedicated to their roles. They share vision and drive to continually develop the service they provide and improve the achievements of all children.
- Staff morale is high. They work well together and say they feel valued and are happy in their roles. Regular meetings with the manager provide opportunities for staff to speak about their well-being and identify areas for their ongoing professional development.
- The manager and staff demonstrate a clear understanding of the curriculum and what they would like children to learn. They provide a wide range of interesting resources, which ignite children's curiosity and promotes their learning. Staff know children well, and use their knowledge of children's interests to plan broad activities that support their development and ongoing progress.
- An effective key-person system is in place. Staff form strong relationships with children. However, at present, the arrangements key persons have to share information when children move rooms is not fully established. This means that some information about children's prior experiences and learning is not fully shared to help staff swiftly promote continued progress from the start of their time with them.

- Staff provide a good range of age-appropriate books, which children and babies independently access. Children develop early literacy skills. They listen attentively to stories read enthusiastically by staff. Children value opportunities throughout the day to sit quietly and look at books.
- Children with special educational needs and/or disabilities are supported well. Staff regularly meet with other professionals to share information and plan for children's learning. They ensure the curriculum they provide meets children's individual needs.
- Staff know what they want children to learn from adult-led activities. For example, to use knives safely and talk about where fruit and vegetables come from. Staff introduce mathematical language such as 'half' and encourage children to count how many seeds they can see in a tomato.
- Children develop good language skills. Staff ask questions and give children time to think and respond. However, on occasions, staff focus their interactions on the more confident and articulate children. This means that the less confident and quieter children do not always benefit from the same quality of interaction, to extend their learning even further.
- Staff teach children how to care for living things. Children take turns to clean and feed the nursery pet, a giant African land snail called 'Shelly'. Children hold thoughtful conversations with staff and their friends. They proudly show staff and visitors the small snail they found in the garden and announce, 'it's a little Shelly'.
- Staff effectively support children who speak English as an additional language. They ask parents for words in their home language to support children's understanding at nursery. Staff encourage children to use their home language in their play and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is effective. Staff supervise children well. A secure entry system is in place, which ensures only authorised persons can enter the nursery. Staff are aware of the signs and symptoms of abuse and understand the procedures to follow should they have a concern about a child's welfare. They have a good awareness of wider safeguarding issues and know who to contact if they have a concern. Robust recruitment procedures ensure staff are suitable for their role. The nursery has a detailed safeguarding policy, which is understood by staff and shared with parents.

## **What does the setting need to do to improve?**

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

- support staff further to ensure that their interactions consistently promote the

highest levels of participation for those children who are less confident to communicate

- review the key-person system to identify how to fully share information about children when they move rooms.

## Setting details

<b>Unique reference number</b>	2530665
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10207155
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	YMCA Wolverhampton
<b>Registered person unique reference number</b>	RP902504
<b>Telephone number</b>	0121 5331764
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA Greets Green registered in 2019. It is open from 8am to 6pm all year around, except for bank holidays and one week at Christmas. It operates from Greets Green Children's Centre in West Bromwich. The nursery receives funding for free early education for two-, three- and four-year-old children. There are 16 members of staff working directly with the children. Of these, 14 members of staff hold appropriate early years qualifications to at least level 3. One member of staff holds early years teacher status and one holds a relevant level 6 qualification.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- This was the first routine inspection the provider received since the COVID 19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about how she organises the nursery, their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The manager and the inspector evaluated a learning activity together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector met with the nominated individual and manager to discuss ongoing improvements at the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021