

Inspection of YMCA King's Nursery

Gloucester Road, Malmesbury SN16 9BU

Inspection date: 16 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
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 secure. They have a growing awareness of how to share and play with others, and are building the skills they need for the next stage in their learning. Staff interact skilfully to ensure that no child is left out. For example, when they notice an older child is watching an activity from a distance, they encourage children to make room at the table and invite the child to join them. This helps the child to feel valued and begin to make friendships with their peers. Staff encourage children to be physically active and enjoy the outdoors. Children play together cooperatively and enjoy games with their friends as they balance, climb and run with confidence. This helps children to develop their muscle strength and coordination skills. Staff hold babies' hands as they learn to stand and walk. They use praise to develop the confidence of children who are taking their steps.

All children are frequently encouraged to listen to stories and join in with nursery rhymes and songs. Older children join in with actions as staff encourage them. Children's communication and language skills are supported well. Staff use signs and simple language, and they repeat words to help younger children and those with special educational needs and/or disabilities (SEND) to develop their communication skills. The nursery has three rooms that cater for different ages. A sleep room, adjacent to the baby room, is used for children to sleep in cots or on sleep mats. In addition to regular 10-minute checks of sleeping children, a baby monitor is used to listen to children as they awake.

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

- Children with are SEND supported well. Staff work with families and other professionals to make sure they meet children's needs. For example, they provide small-group activities to help children's social and emotional development.
- Managers value the staff in the nursery and are sensitive to issues they face. For example, staff say that they like a new accessible online platform that helps them to access training in a format that meets their needs.
- Staff provide children with opportunities to become independent. For instance, children wash their hands when they access the toilet, return from the outdoor area, before meals and after messy play.
- Children have opportunities to learn about other cultures. For instance, a parent visits the nursery to share the Polish tradition of Fat Thursday.
- Most children behave well. However, occasionally, staff do not respond appropriately when children display unwelcome behaviour in play. For example, when children throw objects inside, staff do not explain the expectations of the nursery.
- Children show deep engagement levels with their chosen activities. For example,

toddlers show a real interest and fascination as they explore bugs and insects that are within the nursery garden wall.

- Staff provide all children with numerous opportunities to develop their communication and language. Babies express their delight with smiles and laughter as they recognise familiar rhymes and songs and attempt to copy signs used by staff.
- The nursery has limited outdoor space. Staff adapt and change the outdoor environment to provide age-appropriate activities as children take it in turns to access this area. For example, staff introduce balance beams and crates to encourage toddlers to develop their awareness of risk, physical balance skills and confidence. In addition, babies are taken on a daily walk to the local area where they can explore the wider world.
- Managers adopt a process that combines the key-person system with an approach that focusses on individual children. Staff know children well. They share what they want children to learn and the progress they have made. Staff praise children's achievements, which helps them to build confidence in their abilities.
- Parents are very complimentary about the support they received during the COVID-19 pandemic. They say that their children learn lots of stories and rhymes in the nursery.
- Staff sit with children as they have snacks and meals, and use this opportunity to encourage their independence. For example, staff encourage older children to use a knife and fork as they eat, and younger children begin to use spoons.
- Staff provide children with activities that build on their interests and encourage their learning. For example, they identify that some children have an interest in princesses and set up a card-matching memory activity using cards with images of princesses. This helps children to learn to take turns and play cooperatively with their friends. However, the intent for all activities provided is not always precise or consistent.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a sound understanding of the signs and symptoms of abuse and the action they need to take if they identify any concerns. The nursery works closely with outside agencies and professionals, sharing information to ensure that children remain protected from potential harm. Staff know the process to follow for reporting allegations and are confident of the whistle-blowing policy and procedures. Managers have robust recruitment systems in place, including checking an applicant's identity and right to work in the United Kingdom. The nursery is secure and regular risk assessments are completed and updated as needed.

What does the setting need to do to improve?

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

- provide guidance to staff on how to share nursery expectations when children play in ways that are unwelcome
- strengthen the monitoring and supervision of staff to support them to implement the precise learning intentions of activities more effectively, so they are clear about what skills and knowledge they want children to gain.

Setting details

Unique reference number	2594617
Local authority	Wiltshire
Inspection number	10249926
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 at time of inspection	1 to 4
Total number of places	52
Number of children on roll	72
Name of registered person	YMCA Brunel Group
Registered person unique reference number	2594616
Telephone number	01666 824987
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2020. It is located in Malmesbury, Wiltshire. The nursery is open each weekday from 8.30am to 5.30pm, all year round. The nursery employs 12 members of staff. Of these, 11 have appropriate early years qualifications. One member of staff is qualified to degree level. Funded early years education is provided for children aged two, three and four years.

Information about this inspection

Inspector

Lin Harvey

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 inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence of staff suitability and training.
- A meeting was held between the inspector and management of the YMCA.

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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