

Inspection of Young Ones Nursery

34 Wood End Road, Wolverhampton, West Midlands WV11 1NR

Inspection date: 8 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children develop strong relationships with the caring and attentive staff who have high expectations for the children and skilfully support them to follow the rules. Children are confident and behave well. With a member of staff nearby to support their learning, babies dance and laugh as they practise filling and emptying their buckets with sand. They use spoons to try and scoop up the dried pasta. Babies enjoy exploring the sounds they can make with the musical instruments. They snuggle up to staff and enjoy nursery rhymes together. Toddlers enjoy playing with the sponges, brushes and toy dinosaurs in the orange-scented water. With a member of staff nearby to support their learning, toddlers learn that sponges can absorb and release water. They begin to understand basic concepts, such as wet, dry, heavy and light. Toddlers listen to stories and respond to the questions that staff ask them.

Pre-school children engage confidently in action-number rhymes. This helps them to learn to count forwards and backwards and to build their developing number concepts. They enjoy sensory play. For example, they swirl the foam and paint around to produce interesting patterns and effects. Children have opportunities to experience physical challenge and manage risks for themselves. For instance, they climb over and manoeuvre the car tyres and ride on the scooters and tricycles.

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

- The management team has worked very closely with the local authority advisor to ensure significant improvements have been made since the last inspection. As a result, staff follow a structured curriculum that precisely identifies, and plans for, what children need to learn next across all the areas of learning. However, at times, the routine and layout of the pre-school room does not encourage all children to be effectively engaged during their play.
- The newly appointed manager values the support and guidance she receives from the owners of the company. She can clearly demonstrate how the nursery's curriculum supports every child's development. The manager regularly reviews the progress of individuals and groups of children. She identifies any gaps in children's learning and put plans in place to address these.
- The manager has quickly established herself as a supportive leader who recognises her staffs' skills and areas for development. She makes sure that staff receive regular support meetings where they can discuss any concerns and their well-being. This helps to make sure that staff are happy in their work and improves the knowledge and skills they need to effectively teach children.
- Staff have developed their understanding of how children learn and use a range of effective teaching strategies to support children's communication and language skills. For instance, staff use commentary to extend younger children's

understanding of language. They introduce new vocabulary and ask older children questions that encourage them to give fuller answers. However, staff in the pre-school room do not focus strongly enough on encouraging children to develop their understanding of letters and sounds.

- Staff teach children how to understand and label their emotions. They help children to learn about the similarities and differences of people. For example, children explore a range of festivals around the calendar year.
- The management team welcome any suggestions from parents and staff. This helps them to reflect on practice and improve the overall quality of the setting.
- Parents spoken to value the positive relationships staff have developed with their children. They feel that they are kept fully informed about their child's progress and how they can support their child's learning at home.
- Staff know how to build positive attachments with children. For example, they offer cuddles, reassurance and praise as they play alongside them. At lunchtime, children can choose to have a hot, nutritious meal or bring in a packed lunch from home. Staff raise children's awareness of good dental hygiene. For example, children name the foods on the healthy-eating display poster and use toothbrushes to clean the pretend teeth. This, along with discussion, helps to consolidate children's learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have completed safeguarding training. The management team regularly ask staff questions about safeguarding to check their knowledge is secure. The safeguarding policy and procedures are displayed in each playroom. All staff have a good understanding of the possible signs of abuse and how to respond in a timely and appropriate way. There are effective procedures in place to ensure that the staff-to-child ratios are maintained at all times. Staff thoroughly check all indoor and outdoor areas to identify and minimise any possible risks to children. They fully understand how to promote and practise good infection prevention and control procedures.

What does the setting need to do to improve?

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

- provide pre-school children with more opportunities to build on and develop their knowledge of letters and sounds
- enhance the day-to-day organisation of the pre-school room to help promote children's engagement during activities.

Setting details

Unique reference number	EY475328
Local authority	Wolverhampton
Inspection number	10243486
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	76
Name of registered person	Young Ones Nursery School Ltd
Registered person unique reference number	RP533492
Telephone number	01902733566
Date of previous inspection	28 April 2022

Information about this early years setting

Young Ones Nursery registered in 2014 and is managed by Young Ones Nursery School Ltd. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate qualifications at level 3 and one holds an appropriate qualification at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector, the manager and the deputy 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. 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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