

# Inspection of YMCA @ Hurst Hill

3 Clifton Street, Bilston WV14 9EY

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Inspection date: 21 November 2022

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<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 in this welcoming nursery, and demonstrate a positive attitude towards their learning. They are curious learners, with a can-do attitude. Throughout the nursery children initiate their own play, as they choose from a wide range of resources. Children develop independence from an early age. For example, babies and toddlers routinely help to tidy away the toys they have played with. Older children help themselves to tissues from the nose-wiping station, dispose of the used tissues in the bin and wash their hands independently. Children develop strong bonds with the kind and caring staff. Children who are new to the nursery settle quickly.

Children develop a love of books. Babies initiate story time, as they take books to the staff and snuggle onto their laps. They are keen to turn the pages and point out characters and objects that interest them. Older children select books as they play. They sit with their friends and talk about the story. Children giggle as they make up their own versions.

All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning and development in comparison to their starting points. Children are gaining the skills and attitudes they need in preparation for their move onto school.

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

- The dedicated management team lead the nursery well. They have high expectations for all children. They provide a broad, varied and well-sequenced educational programme that supports children to make good progress. The programme is flexible to enable the team to make adjustments, so they can focus on areas where children need more support. For example, currently the staff have an emphasis on children's language development and independence.
- The management team carries out regular supervision meetings with staff to discuss their performance, well-being and their key children's progress. They provide staff with regular training opportunities to support them to update their knowledge and skills.
- The SEND coordinator works with closely parents and external agencies to ensure children get the support they need. Staff have targeted plans in place to help children with SEND make good progress in their learning.
- Parents speak highly of the staff. They comment on the good progress their children have made since starting at the nursery.
- Staff conduct regular observations and assessments of children's learn and plan activities to match their learning needs and interests. However, staff do not always take account of the age and abilities of children during group activities.

As a result, staff do not always fully promote the youngest children's learning during these times.

- Staff have high expectations of children's behaviour. They support children to follow clear boundaries that help them to learn right from wrong. Children are respectful to each other and listen attentively to staff. Babies willingly pass toys and resources to each other. Older children show kindness towards one another. For example, when it is time to go outdoors children go and get coats for their friends without prompt.
- Staff support children's mathematical development. For example, as children play, staff provide opportunities for young children to count and encourage older children to use simple calculations.
- Staff help children to develop their language skills well. They sing lots of songs with children throughout the day. Staff read stories with good intonation and enthusiasm, which engages children. They encourage children to talk about the characters in the book and what happens next, and to predict endings. Staff help children to learn new words in context. For example, as children enjoy their snack, staff talk about the orange 'segments'. Staff use sign language and visual aids to further support children's communication development.
- Children benefit from and thoroughly enjoy the morning exercise activity outdoors. They giggle as they jump, stretch and run on the spot. Children enjoy the time they spend outdoors. However, staff do not fully promote children's learning potential in the nursery's outdoor area, because they have not yet developed it yet to help to promote children's skills in all areas of learning. This does not support children who prefer to learn outdoors.
- The health and well-being of the staff team is very important to the management team. They ensure that staff workload is manageable. Staff say they feel well supported and valued.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are clear about the procedures to follow in the event of a safeguarding concern, or an allegation against a member of staff. They have a secure knowledge of the possible signs and symptoms that may indicate a child is at risk of harm. Effective risk assessments are in place to help to identify and remove any hazards in the environment, so that it is safe for the children to play in. The manager has robust recruitment procedures in place to help to deem staff suitable 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:**

- support staff to take more account of the different ages and abilities of children

- when planning group activities, so that all children can be fully involved
- support staff to enhance the outdoor environment to provide learning experiences that are rich, varied and stimulating, particularly for those children who prefer to learn outdoors.

## Setting details

<b>Unique reference number</b>	2595394
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10251370
<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>	1 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	YMCA Wolverhampton
<b>Registered person unique reference number</b>	RP902504
<b>Telephone number</b>	01902 920228
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA @ Hurst Hill registered in 2020. The nursery operates from 8am until 6pm, Monday to Friday, all year round, except for a week at Christmas and bank holidays. The nursery employs six members of childcare staff. Of these, five hold a childcare qualification at level 3 to level 6. The nursery receives funding to provide free early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The acting manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, acting manager and staff throughout the inspection. She looked at relevant documentation, including qualifications, and viewed evidence of the suitability of those working with children.
- The inspector spoke to parents during the inspection and took account of their views. The inspector spoke to children throughout the inspection too.

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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