

Inspection of YMCA @ Pelsall Village

Pelsall Village Centre, High Street, Pelsall, Walsall WS3 4LX

Inspection date:

6 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The quality of education is variable. Staff do not always prepare activities well enough to ensure that resources are suitable and easily available. Furthermore, they do not consistently plan activities that will stimulate children's interest and support them to make the very best progress. This also impacts on the behaviour of the children as they sometimes become bored or frustrated.

Children enter the nursery happily. Staff encourage them to independently take off their coats and hang them on their own peg. This gives them confidence to begin to do things for themselves. The youngest children develop independence as they integrate into the pre-school area whenever they want to. This also helps to support transition through each phase of the nursery.

Children move between the inside and outside areas freely. The outside area provides them with an opportunity to access a purpose-made garden with a variety of different spaces and resources, such as construction and covered book areas. Parents like the fact that their children have access to the outdoor space. However, activities often lack purpose or challenge, which leads to the children losing interest and wandering around.

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

- Following the COVID-19 pandemic, staff identified that children needed more support to carry out tasks for themselves. They have provided extra support in this area. Children can now independently carry out tasks, such as putting on and taking off their own shoes and finding tissues to blow their nose.
- Although staff supervise children well, they do not always recognise when to support them in their learning. For example, when children show an interest in cutting peppers to practise skills for cutting their own lunch, staff do not help them to focus on completing the task. As a result, the lack of adult interaction during the activity does not promote the learning intended.
- Children generally enjoy the activities on offer. However, they often only engage for short periods of time because staff do not adapt or extend activities to suit the individual development and learning needs of the children. Staff do not consistently match the activities to the children's next steps for learning well enough. Therefore, some children become unsettled and disrupt the activities for other children as they quickly lose interest. This affects the learning opportunities for all children.
- The curriculum does not focus precisely enough on supporting children to achieve their next steps. Staff do not always support children to build on what they already know and can do. For example, when children wrap presents to place under the Christmas tree, staff do not make links to any prior learning or

target their individual next steps. This results in children not always making the best possible progress from their individual starting points.

- Staff try to support the children to behave well, but not all children are able to self-regulate their behaviour. Sometimes, children's lack of engagement in the activities provided leads them to behave inappropriately and affect the learning of others.
- Partnerships with parents are effective. Information is gathered about children when they first start at the nursery. This helps staff to be flexible with the settling-in process. Parents speak confidently about using the online app to gain some information. However, staff do not consistently ensure that parents are aware of how to use the app to find information about their child's next steps in learning.
- Children with special educational needs and/or disabilities are not always well supported. Staff do not fully consider children's individual needs when planning activities to ensure they target their specific learning needs and styles.
- Leaders offer staff professional development opportunities, through training, that meet their individual interests. The manager carries out supervision meetings to check staff well-being, and staff say they feel well supported. The manager regularly observes practice and provides feedback. However, leaders do not always ensure that staff's professional development is embedded enough in their everyday practice to help improve the quality of the provision and impact on improving outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

All staff are fully aware of their duty to keep children safe. Staff attend training so that they can recognise children who may be at risk of harm. They show a good understanding that promoting children's safety and welfare is everyone's responsibility. Staff recognise the possible signs that may indicate that a child is at risk of neglect or harm. They also understand the procedures to follow to report any concerns. There are clear recruitment and induction procedures in place to make sure staff are suitable for their roles.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to plan a range of enjoyable experiences that consider each child's interests, next steps for learning and individual stage of development	06/06/2023

implement effective procedures to ensure that professional development opportunities and training are fully embedded into practice, so that staff offer quality learning and development experiences for children that continually improves.	06/06/2023
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To further improve the quality of the early years provision, the provider should:

- implement more effective procedures to ensure that all parents are aware of their child's next steps in learning
- support staff to manage children's behaviour more effectively so that it does not impact on the learning or enjoyment of others.

Setting details

Unique reference number	2603134
Local authority	Walsall
Inspection number	10251607
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	0 to 4
Total number of places	32
Number of children on roll	32
Name of registered person	YMCA Wolverhampton
Registered person unique reference number	RP902504
Telephone number	07736880193
Date of previous inspection	Not applicable

Information about this early years setting

YMCA @ Pelsall Village registered in 2020. The nursery opens Monday to Friday from 7.30am until 6pm all year round. It employs five members of staff, all of whom hold appropriate qualifications at level 3 or above. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rebecca Cox

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 the curriculum and what they want their children to learn.
- The nominated individual carried out a joint observations with the inspector in order to explain the learning intention taking place and how she would evaluate the activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.

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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