

Inspection of Malvern Vale Community Childcare Provision

Swinyard Road, MALVERN, Worcestershire WR14 1GU

Inspection date: 11 July 2023

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children are happy during their time in this setting. On arrival, children independently hang their coats up and place their lunch box in the kitchen. They enthusiastically decide if they want to play inside or outside, before becoming deeply engaged in an activity. Staff support children to learn how to stay healthy. Children independently wash their hands, pour their own drinks and choose a nutritious snack.

Children are respectful and kind. Genuine friendships are developed. Children giggle as they use their upper body strength to reach for resources in the sand tray. When children become interested in their friend's play, they are welcomed with positive attitudes. Staff initiate conversations between children as they discover a spider. Staff extend children's mathematical development as they ask them to count the spider's legs. Children notice when a friend is struggling with a task and offer their support. Children's behaviour is excellent. Staff ask thought-provoking questions to test children's knowledge of rules and boundaries.

Children have plenty of fresh air and exercise in the vast outdoor space. Opportunities for them to build their muscle strength are in abundance. Children are proud of themselves as they demonstrate their abilities, such as doing cartwheels and balancing on large tyres. Children are excited to show the visitor their learning environment and say, 'It is beautiful here'.

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

- The manager has a clear intent for children's learning. A strong curriculum is implemented to support children in all areas of learning. Observations are completed by staff so that activities are tailored to children's interests and learning goals. Next steps are thoughtfully planned and discussed between the staff team to help children make good progress.
- The manager creates a calm and welcoming environment. She ensures that staff have regular opportunities to discuss their strengths and weaknesses. This helps them to identify areas of improvement, grow their personal development and feel valued. However, company directors do not give the manager enough support during times of difficulties, such as staff absences, nor do they offer enough support to staff in the manager's absence. As a result, staff often feel unsupported and go for long periods of time without supervisions if the manager is not present.
- Children are extremely well prepared for school. Staff liaise with local teachers and gather information about particular skills that would benefit children during their transition. Focus groups encourage children's listening, communication and social skills. Children learn about their feelings and start to gain an

understanding of sharing their worries. However, young children who join these groups do not fully understand the topics and sometimes become disengaged. As a result, young children are not consistently receiving the learning opportunities they need to help them make the best possible progress.

- Children's independence is highly encouraged. Staff create a safe space for children to explore and experiment, to help them build their skills and abilities. When children are finding a task difficult, such as fastening a coat, they demonstrate a fierce sense of resilience and keep trying until they succeed. Staff offer words of positive encouragement as children attempt to tackle a climbing wall. Children's self-esteem and confidence are developing rapidly.
- Children with special educational needs and/or disabilities receive excellent care. Staff show a deep understanding of how to provide an environment that celebrates everyone's differences. During tasks and activities, children are given the time they need to process instructions and make their own decisions. This helps children to feel safe, secure and valued.
- Parents speak highly about the staff as they express how supportive and non-judgemental they are. They receive regular updates about their child's development and next steps. When children settle quickly into the setting, it gives parents the knowledge that their child feels safe and happy.

Safeguarding

The arrangements for safeguarding are effective.

Staff have excellent knowledge about how to identify signs and symptoms of abuse. They have a strong understanding of what to do should they have a concern about a child's welfare. Staff are aware of the numerous agencies they can contact if they need advice. The manager demonstrates a non-judgemental attitude to family circumstances and children's welfare. This helps parents to feel comfortable and engage in outside agency support. The premises are checked regularly for hazards, to ensure children's safety. All staff are trained in first aid, giving them the knowledge they need to support children in the case of an accident or injury.

What does the setting need to do to improve?

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

- strengthen the company's systems of providing managers with immediate support and solutions to practical difficulties, as well as ensuring regular supervisions for staff in the manager's absence, in order to create a more supportive and nurturing workplace that promotes staff well-being
- look at ways to enhance group activities so young children receive more meaningful, challenging and child-focused learning opportunities, helping them to make even more progress.

Setting details

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| Unique reference number | EY465264 |
| Local authority | Worcestershire |
| Inspection number | 10295487 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 26 |
| Number of children on roll | 16 |
| Name of registered person | Worcestershire YMCA Limited |
| Registered person unique reference number | RP521630 |
| Telephone number | 01684561741 |
| Date of previous inspection | 6 December 2017 |

Information about this early years setting

Malvern Vale Community Childcare Provision registered in 2013 and is owned by YMCA Worcestershire. The nursery employs four members of childcare staff. All hold appropriate early years qualifications at level 2 and above. The nursery operates during term time only. Sessions are available Monday to Thursday, from 8.30am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

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 their curriculum and what they want their children to learn.
- The manager and the inspector carried out a joint observation of an activity and discussed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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