

Inspection of YMCA Greets Green

Greets Green Children's Centre, West Bromwich, Sandwell B70 9EZ

Inspection date: 18 July 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this vibrant nursery. They are very well settled with familiar staff who know them well. Children are excited on arrival to see staff who greet them with open arms. Children go to staff for cuddles and reassurance, which they receive in abundance. This helps children to feel safe and secure in their care. Children have great fun outdoors at this nursery. For example, children keenly follow the steps together as anticipation builds during a playground rhyme. They giggle and squeal with delight as they excitedly disperse, running in all directions across the space. Children show consistently high levels of engagement in their chosen play. They confidently take on challenges. For example, babies focus to build towers of various shapes with staff and their peers. Staff provide well-timed support and encouragement which helps children to actively contribute to this game. Older children closely follow staff's instructions to spread butter onto their bread while they talk about healthy foods and what they would need in a packed lunch. Children receive lots of praise for their achievements, which helps raise their self-esteem. Children's behaviour is exemplary. They respond well to staff's gentle reminders to wait and take their turn. Children know the behaviours that are expected of them. They learn about their own emotions and those of their peers. Children begin to form close friendships with their peers and are kind to each other, giving each other toys. They are polite and use their good manners to say 'please' and 'thank you' without prompt. Children are highly motivated and immerse themselves in play and learning activities throughout the nursery. All children make consistently excellent progress and are exceptionally well prepared for their next learning stages and eventual move on to school.

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

- Leaders and managers have developed a curriculum which is highly ambitious for what children can achieve. Staff make effective use of the information gathered from parents when children first start and make precise plans to build on the skills that children already have from the outset. Learning is carefully sequenced to provide the right amount of challenge for children and is based on what children are interested in and what staff want children to learn next. As a result, children make rapid progress in all areas of their learning.
- A high focus is placed on communication and language development for all children. They enjoy singing familiar songs and listening to stories, read expressively by enthusiastic staff. Staff use their expert skills to include new vocabulary and ask questions which prompt children to think and respond with their ideas. For example, toddlers talk with staff about their chosen colours to make a postbox. Staff build on their knowledge of how letters and parcels are collected and sorted for delivery. They consistently model clear language exceptionally well. As a result, children become confident talkers who are eager

to use their developing vocabulary to share what they know.

- Staff are perceptive and know each child well. They provide timely interactions so that children can continue to develop their skills. This includes children with special educational needs and/or disabilities (SEND). Staff work with outside agencies and parents to ensure children with SEND have the support they need to learn and achieve. For example, staff are innovative. They use and devise tools such as signs, gestures and pictures to help non-verbal children understand what is said and communicate their wants and needs with others.
- Children have regular opportunities to revisit activities to deepen their understanding and secure their newly learned skills while they lead their play. For example, toddlers work together using a ladder frame and drainpipe to build a ramp. They use their problem-solving skills to decide and agree on where to place the pipe. They each choose from the array of vehicles and take turns adding their cars to the pipe. They cheer excitedly together as their cars speed down to the floor.
- Children quickly develop independence in this setting. Staff provide a 'self-care station', where children access drinks, tissues and other items to manage their care needs. Toddlers manage their personal care with little support and the oldest children manage these tasks for themselves.
- Leaders and managers provide admirable support and guidance to all staff. This guidance is tailored to their needs and helps them to fulfil their roles to ensure they are highly effective in their interactions with children. Staff take ownership of their own learning and development. Leaders support staff's interests and provide personalised training so that staff can progress in their preferred direction or to higher-level roles within the organisation.
- Parents are extremely complimentary of the nursery and staff. They say their children thrive in the nursery. Parents say their children are enthusiastic to attend and that their children make consistently high rates of progress. Parents comment specifically on the high quality of detailed information they receive about their child's care and learning and how they are well prepared for school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff understand their responsibilities to protect children from harm. They hold a secure knowledge of signs and symptoms that indicate a child may be at risk of abuse. All have a robust understanding of the local procedures they must follow if concerns about the welfare of a child arise. This includes if an allegation is made against a person in a position of trust. Stringent recruitment and induction procedures are followed, including the background checks that must be completed to check the suitability of staff working at the nursery. Safety checks are routinely made in the environment to ensure that it is safe for children to attend.

Setting details

Unique reference number	2530665
Local authority	Sandwell
Inspection number	10303037
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	60
Number of children on roll	148
Name of registered person	YMCA Wolverhampton
Registered person unique reference number	RP902504
Telephone number	0121 5331764
Date of previous inspection	22 October 2021

Information about this early years setting

YMCA Greets Green registered in 2019. The nursery opens from 7.30am to 6pm, Monday to Friday, all year around, except for bank holidays and one week at Christmas. It operates from Greets Green Family Hub in West Bromwich. There are 18 members of staff working directly with the children. Of these, 12 members of staff hold appropriate early years qualifications to at least level 3. One member of staff holds an early years qualification at level 6 with qualified teacher status. The nursery receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 this into account in their evaluation of the provider.
- The leader, manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the leader and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the leader and the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of staff working at the setting.

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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