

# Inspection of YMCA Newport Nursery, St Mary's

St Mary's Hospital, Parkhurst Road, Newport, Isle of Wight PO30 5TG

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Inspection date: 31 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff greet children warmly as they arrive, and they support them to settle quickly. They have formed close relationships with the children, who go to them regularly for cuddles, which they receive in abundance. This helps children to feel safe and secure in their care.

Staff are consistent in the way that they manage children's behaviour. They teach children the skills to use resources safely. For instance, staff discuss with toddlers the importance of being careful when using scissors. They encourage children to share and take turns and help them to understand why this is important. For instance, children are supported to understand why they should share the trains while building a train track together. Staff give children the skills that they need to negotiate for themselves. For example, children discuss who is playing what role in the home corner. As a result, children build good friendships and play together happily.

Staff give children opportunities to develop their balance, strength and coordination as they negotiate obstacles and access a wide range of resources. For example, older children work together to climb trees, and babies are supported to master the skill of climbing the steps to go down a slide. Children progress well in their physical development.

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

- The nursery has made significant improvements since the last inspection. Staff have been supported well to meet all previous actions. For instance, staff have attended safeguarding training and increased their knowledge of all aspects of safeguarding to help keep children safe from harm.
- The manager has established a well-designed curriculum which is understood and developed with staff. Staff have high expectations for all children. They focus the curriculum on children's individual interests to engage them successfully in their learning. This helps all children to make progress from their starting points and develop a wide range of skills in readiness for school.
- The manager and staff know the children well and work closely with parents and other agencies to ensure a shared approach. They take swift action to make referrals and implement interventions for children with special educational needs and/or disabilities (SEND). For example, they have used funding effectively to introduce a calm sensory room, which especially supports children with SEND. Children with SEND make good progress.
- Older children benefit from daily routines that support their self-care and independence. For instance, children independently wash their hands for meals, and they put on their coats and wellington boots when going outside.

- Leaders place a high priority on developing children's communication and language skills. Staff get down to children's level and narrate as they play, supporting them to build on the language that they have. For example, staff use stories and songs throughout the day to support children to learn new vocabulary. This helps children to make good progress in their communication and language development.
- The manager shows strong, reflective practice and works closely with the staff team to develop their plans for future improvements. For instance, they have plans to enhance the outdoor learning environments further. The manager provides staff with effective ongoing professional development and supervision. This enables staff to continually develop their knowledge and skills.
- Staff teach children about how to be kind and considerate, and younger children follow instructions well. For example, at lunchtime, they walk quietly together to the lunch room and sit well to eat their lunch. However, at times, staff do not make best use of the extensive learning environment to stimulate younger children's interests and meet their needs. For instance, on occasion, non-mobile babies receive minimal interaction and staff provide noisy activities where younger children are sleeping. This results in changes to children's behaviour.
- Parent partnerships are a particular strength of the nursery. Parents speak exceptionally highly of the staff team. They say they are extremely happy with the progress their children are making and the support the staff give to them as a family. Staff consistently share ideas and give advice to support children's further development and learning at home. For example, children take focused activities home to support their next steps in learning. This supports children to make continual progress.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff, including the manager and designated safeguarding leads, have developed their safeguarding knowledge and understanding. Leaders ensure that staff maintain a good knowledge of safeguarding, such as through regular training, discussions in staff meetings and quizzes. Staff have a secure understanding of the processes to follow in the event of an allegation against a member of staff. They are aware of the signs and symptoms of abuse and procedures to follow if they are concerned about a child's welfare. Recruitment procedures are effective to ensure that staff are suitable for their roles. Staff are well deployed to make sure that children are supervised at all times.

## What does the setting need to do to improve?

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

- review and improve routines for younger children to make best use of the learning environment in order to meet their individual needs.

## Setting details

<b>Unique reference number</b>	EY302408
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10287753
<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>	0 to 5
<b>Total number of places</b>	96
<b>Number of children on roll</b>	167
<b>Name of registered person</b>	YMCA Fairthorne Group
<b>Registered person unique reference number</b>	RP906223
<b>Telephone number</b>	01983 525423
<b>Date of previous inspection</b>	29 March 2023

## Information about this early years setting

YMCA Newport Nursery, St Mary's registered in 2005. It operates from a purpose-built unit in the grounds of St Mary's Hospital, Newport, on the Isle of Wight. The nursery is open each weekday from 7.15am to 6pm for 51 weeks of the year and receives funding to provide free early education for children aged two, three and four years. The nursery employs 25 staff to work with the children. Of these, three hold qualifications at level 6, three at level 4, 16 are qualified at level 3 and three are unqualified.

## Information about this inspection

### Inspector

Nicole Atkinson

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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