

Inspection of YMCA @ Pelsall Village

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

Inspection date: 16 October 2023

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

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their day at this small and friendly nursery. Staff provide a wealth of activities to motivate children to play and learn. They support children as they build dens and houses. Children use their problem-solving skills to work out how to construct a roof and rooms. They develop their pincer grip as they use pegs to attach plastic sheets to trees. Children develop their imagination and creative skills as they take part in activities in the outdoor 'art studio'. Staff encourage them to make faces out of clay and draw pictures. Children talk excitedly about their creations as they point out the family members they have drawn.

Staff support children to develop the muscles needed for future writing skills from an early age. Babies make marks in large trays filled with flour and water. They develop their small-hand muscles as they shake bottles filled with sensory materials. Staff are good role models and create a happy, family atmosphere. They promote good manners and children routinely say please and thank you. Children develop independence. They pour their own drinks from water jugs, put their own coats on and tidy away resources when they have finished playing with them. Children are still confident to ask for support when they need it. They ask staff to help them to pick up and push large tyres or wheelbarrows.

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

- Leaders provide a strong support structure for staff to enhance their professional development and improve outcomes for children. Staff use ongoing observations and assessments of children's learning to identify any gaps and to help plan for what children need to learn next. Staff plan activities which are closely linked to children's current interests. However, at times, staff do not adapt their teaching to suit the mixed ages of children present to help children make the best possible progress.
- Staff prepare children for transitions well. Children benefit from gradual settling-in sessions when they join. Younger children spend time with the older children to help them settle into their new group. When the time comes for children to move to school, staff invite teachers in and share assessment information.
- Good partnerships are in place with parents. Staff share information in variety of ways. They invite parents to stay-and-play sessions and keep in touch electronically and through daily conversations. Parents speak positively about the support their children receive and say that they can see the progress their children are making. Parents comment that they are amazed when children sing the songs and rhymes they have learned when they get home.
- Staff skilfully support children's emerging understanding of mathematics. Children become engrossed while playing in the mud kitchen. Staff encourage them to follow 'recipes' to create 'mud pies' and 'mud soup'. Children pour, fill

and measure with delight. They learn to count as they add two cups of water and two leaves to complete their culinary delights.

- Leaders identify that communication and language skills are a high priority for children. Staff provide constant support to help children develop early language skills. The nursery day is full of opportunities for children to enjoy singing, rhymes and stories. Staff members use spontaneous songs to engage children and extend their vocabulary. At the start of the day, children enjoy a 'wake up, shake up' song to prepare them for the fun and busy day ahead.
- Staff support babies to develop their core body strength by promoting regular 'tummy time' activities. Older children balance on beams and blocks. Staff support children to take managed risks. For example, children enjoy climbing on and jumping from large rocks in the garden under the close supervision of staff. As a result, children make good progress in their physical development.
- Staff engage children in conversations about how to stay healthy. Children learn that when they wash their hands, the soap gets rid of germs and that eating vegetables helps them to grow 'big and strong'. Overall, children behave well. They are aware of the 'golden rules' at nursery. However, on occasions, staff do not help children understand the consequences of their actions, to help them to learn what is expected of them.

Safeguarding

The arrangements for safeguarding are effective.

Recruitment and induction procedures are effective. Staff are thoroughly trained in the nursery's safeguarding and child protection policies as part of their induction. Consequently, staff are highly confident to talk about safeguarding issues, including how to identify signs of extreme views or behaviour. They are clear about the procedures to follow for reporting any concerns about a child's welfare or for allegations against staff. The manager deploys staff effectively to help supervise children, indoors and outdoors. Staff conduct regular risk assessments, to keep the premises secure and safe for children to play in.

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 adjust their teaching more effectively when working with children of mixed ages and abilities
- focus support more closely on helping children to understand the consequences of their behaviour to help them to learn what is expected of them.

Setting details

Unique reference number	2603134
Local authority	Walsall
Inspection number	10275301
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 3
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	07767371668
Date of previous inspection	6 December 2022

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

Trisha Turney

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 and the provider completed a learning walk to understand how the setting operates and how the curriculum is organised.
- The inspector completed a joint observation with the provider where they evaluated the quality of teaching and practice together.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents at appropriate times during the inspection.

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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