

Inspection of YMCA Woodlands Nursery

Woodlands Infant & Nursery School, Whitethorn Grove, Off Regent Street,
Birchwood, Lincoln, Lincolnshire LN6 0PF

Inspection date: 26 January 2024

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

There is a strong sense of community that runs throughout the nursery. The staff team works together seamlessly. Children learn caring and considerate behaviours from watching staff help each other and show each other kindness. Staff develop this learning further. They support children to share and take turns during their play. Children respond by demonstrating their positive social skills as they hand out pipettes to each person at the water tray, saying, 'one for you, one for you and one for you'. This creates a harmonious environment, where children's friendships and their secure relationships with staff blossom.

Children of all ages join as a group before lunch to dance to music. Staff have planned this activity into the children's routine for them to wiggle and jiggle before they sit for a length of time at the dinner table. Children with differing physical abilities practise age-appropriate skills. Babies who are just learning to walk toddle a little way into the group. They look to their key person, who is close by to keep them safe, for reassurance. Older children listen carefully and follow the instructions that they hear in the songs, responding with actions, such as jumping and jogging on the spot. This group activity brings the whole nursery together for fitness and fun.

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

- The manager and staff have designed an ambitious curriculum for all children. Staff have high aspirations for children's learning and development. For instance, babies learn how to use an open cup, and they show their emerging independence as they spoon their snack onto their plates. Pre-school children learn about migration and hibernation. They understand these concepts, explaining that some animals go to sleep for the winter and wake up hungry for food.
- Staff across the nursery use effective strategies to support children's communication and language development. In the baby room, staff provide a running commentary on what babies are doing and repeat key words over and over. This allows babies to hear lots of words, some of which they start to repeat. As children get older, staff model new and vibrant language. During a water activity, staff use words such as splash and squeeze. Children quickly pick up this new language and use the words to describe their play.
- Staff offer opportunities for children to learn and practise key skills through well-thought-out activities. For example, children learn how to pour from one container to another carefully during water play. They go on to use this skill at mealtimes when they pour their own milk from a jug into their cups. Staff help to build children's confidence through play, ready for the next stages of their education and beyond.

- Staff use accurate assessments to find out what children know and can do. Through this, they quickly recognise children who require some additional support, and they identify children with emerging special educational needs and/or disabilities (SEND). Staff implement targeted plans to promote children's continual learning and development. They involve parents in this process. However, occasionally, there is an unnecessary delay in staff seeking the support of external specialist services.
- Staff have been developing new ways to help parents support their children's learning at home. They share activity ideas with parents through an online app, which may help children progress towards their next steps. However, some parents are not aware of or do not fully understand the suggestions. Staff have prepared a range of visual and interactive activity packs for families to take home, but they have not yet launched this new initiative to benefit children's continuity of learning from the nursery into their home further.
- Staff give clear and simple instructions. This helps children to understand what is expected of them. Children respond promptly to staff's direction. For instance, after snack time, children put their uneaten snack in the bin and then move their plate and cup to the sink.
- The manager ensures that staff understand how to keep children safe in the nursery and at home. Staff regularly refresh their safeguarding training to confirm their child protection knowledge and understanding. The manager makes sure timely referrals are made, when needed, to safeguard children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage staff to act swiftly when they identify a child with emerging SEND so that specialist support can be sourced without delay
- embed the new methods of involving parents and carers in supporting children's learning at home.

Setting details

Unique reference number	EY319646
Local authority	Lincolnshire
Inspection number	10316752
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	1 to 3
Total number of places	32
Number of children on roll	42
Name of registered person	Lincolnshire Y.M.C.A Ltd
Registered person unique reference number	RP909389
Telephone number	01522 685499
Date of previous inspection	4 May 2018

Information about this early years setting

YMCA Woodlands Nursery registered in 2005 and is located in Birchwood, Lincolnshire. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children confidently communicated with the inspector during the inspection.
- 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 dance activity with the manager.
- The inspector took account of the views of parents.
- The inspector spoke to staff at appropriate times throughout the inspection.
- 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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