

# Inspection of YMCA Little Whale Day Nursery

H M S Excellent, Whale Island, Portsmouth PO2 8ER

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Inspection date: 19 March 2024

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

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

### **The provision is good**

Staff warmly welcome children and their families into this inclusive nursery. Children arrive happy and settle quickly. Babies receive plenty of cuddles and reassurance. Older children seek out their friends to play with. Staff know the children well and plan activities that they know they will enjoy. For instance, babies enjoy using musical instruments. They show their delight as they giggle and bounce up and down to their favourite songs. Older children are keen to take part in bug hunts. They use checklists of minibeasts and distinguish between the different bugs they find. This promotes children's curiosity and motivation to learn.

There is a strong focus on teaching children to develop a love of books. This is evident across the whole nursery. Babies snuggle up with staff to listen to their favourite stories. Older children listen carefully to the books staff read to them. Staff change the words in stories, which makes children laugh with delight. This helps children to extend their recall and memory skills.

Children behave well. They are polite and well mannered. Staff teach children how to keep themselves safe. For example, children understand the safety rules around the firepit and how to use the physical apparatus outside safely. Children are developing a good awareness of how to protect themselves.

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

- The experienced leadership team has worked hard to raise the quality of teaching since the last inspection. Leaders ensure effective oversight of the quality in the nursery. For example, they check staff's practice to assess how they implement the curriculum. Leaders have a clear vision of how they would like to develop the nursery further. For example, they reflect on practice and ensure that staff have access to a wealth of training. These changes have significantly enhanced the quality of teaching.
- Partnership with parents is highly effective. Parents value the amazing support from the staff team. They have opportunities to discuss their children's progress during parent evenings. Parents commend staff's understanding of the challenges that naval families experience. For instance, staff support children who may have parents posted to other parts of the world. They use unique ways to exchange information and keep connected. This fully supports families and puts children's well-being first.
- Staff develop a curriculum that is ambitious and exciting. They focus on supporting children to become resilient, confident and independent learners. For example, staff identify children's next steps in learning and skilfully follow children's interests to provide a wide range of learning experiences. This helps all children make good progress in their learning and development.

- The special educational needs coordinator works well with other professionals, parents and staff. She ensures that there is a highly inclusive environment for children. Staff understand children's individual needs. For instance, they skilfully deliver targeted activities to close any gaps in learning. This helps to ensure that children receive the support they need swiftly.
- Staff provide children with a good range of opportunities to develop their independence skills. For example, babies learn to put on their bibs and wash their faces after eating. Older children serve their own food and pour their own drinks. This helps children develop the skills they need for their next stage in learning.
- Staff support children to learn how to keep themselves healthy through engaging activities. For instance, children are given fresh vegetables to explore during their play. This sparks conversations about healthy foods and the effects they have on their bodies. Children learn that vegetables give them energy. Staff teach children about good oral health. For example, children practise their brushing skills as they brush away the germs on large mouth pictures. This helps children gain the knowledge they need to stay healthy.
- Overall, staff promote children's communication and language well. They use visual prompts and simple sign language. Staff provide a running commentary of children's play and ask thought-provoking questions. However, sometimes, staff ask questions in quick succession. This does not give children the time they need to think and respond.

## **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:**

- improve the development of children's language and communication skills by using questioning more effectively.

## Setting details

<b>Unique reference number</b>	EY319060
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10290980
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	YMCA Fairthorne Group
<b>Registered person unique reference number</b>	RP906223
<b>Telephone number</b>	02392 547182
<b>Date of previous inspection</b>	11 April 2023

## Information about this early years setting

YMCA Little Whale Day Nursery registered in 2006 and is one of 13 nurseries and pre-schools run by the YMCA Fairthorne Group. It is situated on Whale Island, a naval base in Portsmouth, and operates from a purpose-built building. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. The nursery receives funding for early education for two-, three- and four-year-old children. There are 10 members of staff employed to work with the children, six of whom hold recognised childcare qualifications from level 2 to 4.

## Information about this inspection

### Inspector

Kelli Wiseman

## 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 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 about what they enjoy doing while at the nursery.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.

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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