

# Inspection of YMCA Nursery at the Village

YMCA Newark & Sherwood, Community & Activity Village, Lord Hawke Way, Newark  
NG24 4FH

---

Inspection date: 10 October 2024

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Children are greeted warmly by staff when they arrive. They show secure attachments with staff as they seek them out for comfort and reassurance when needed. Staff provide additional support for new babies to help them to settle. For example, they take babies to designated areas, such as a sensory room, to provide distraction, comfort and a calm space. This is effective in helping them to settle quickly. Staff support babies to follow embedded routines. For example, when they ask children what is next during the day, children respond by collecting a song bag for group time. However, there are inconsistencies across the nursery in how staff help children to manage their behaviour. For example, when toddlers and pre-school children display unwanted behaviour, staff are not quick to respond and to help them understand the implications of their behaviour on themselves and others.

Staff provide opportunities for children to develop the small muscles in their hands. For example, children copy staff as they poke, roll and make shapes in play dough. However, staff's interactions with children are variable. They do not always support children's learning and development effectively. For example, when staff observe children as they play in a water tray outdoors, other children move around lacking engagement. This means that not all of staff's interactions support children to engage and build on their learning.

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

- The leadership team and staff are passionate about providing positive outcomes for children with special educational needs and/or disabilities. This includes identifying and implementing targeted support with other agencies to help children to progress over time. Furthermore, funding is used effectively to purchase specialist equipment to enhance children's experiences, such as to promote their emotional development.
- When pre-school children participate in activities, staff give them a sticker that they proudly wear. This sticker signals to other staff to ask them about their achievements. This encourages children to talk about and share their experiences with others.
- Babies display positive attitudes as they respond promptly to requests from staff. For example, staff provide them with gentle reminders to share the toys. However, across the nursery, not all staff manage children's behaviour consistently. They do not help all children to understand what is expected of them. These inconsistencies confuse children. For example, when staff give children lots of instructions, children are unsure of what they need to do first, and so do nothing.
- Staff provide parents with a wealth of information through daily discussions and

via the nursery's app. This gives parents an insight into children's care, development and learning needs. Staff invite parents and family members into the nursery to join in with open events and to share their children's learning. For example, the nursery hosts a beach day in the garden.

- Staff support children's language and communication skills. For example, babies show delight as they hop up and down like rabbits when staff sing a song. Children sit with staff to listen to stories. However, the quality of teaching throughout the nursery is variable. Not all staff make the most of opportunities to support and build on children's learning. Therefore, children do not make the progress they are capable of making.
- Staff offer children opportunities to try new experiences. This includes taking them to visit a care home for the elderly to develop their social skills and to form positive relationships with the residents. Staff offer children opportunities to develop their imagination and physical skills. This includes children taking part in dance classes, musical theatre and climbing in the gym.
- Staff are supported to complete training courses to help secure their knowledge of how to promote children's safety, such as child protection and first-aid training. However, although the leadership team provides some support and coaching to staff, this has not been successful in supporting all staff to develop their skills to implement the curriculum.
- Children are encouraged to follow consistent hygiene routines and to be independent. For example, they are asked to wash their hands before snack time and mealtimes. Children are asked to get tissues to blow their nose with and to put them in the bin afterwards.

## 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 meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that staff manage children's behaviour appropriately	07/11/2024
provide children with interactions and routines to support their emerging needs.	21/11/2024

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

- provide staff with regular opportunities for coaching and mentoring from leaders and managers to develop skills on implementing the curriculum.

## Setting details

<b>Unique reference number</b>	2695050
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10363669
<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 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	133
<b>Name of registered person</b>	YMCA RHG
<b>Registered person unique reference number</b>	RP903314
<b>Telephone number</b>	0115 711 7006
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA Nursery at the Village registered in 2022 and is situated in Newark, Nottinghamshire. The nursery employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emma Curry

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector, manager and deputy manager carried out a joint observation.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024